

School Activities

November 1939



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School Activities

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As the Editor Sees It

For the fifth consecutive year "The Columbia (Missouri) Schools Are On the Air." Last year this fifteen-minute weekly broadcast, participated in by 519 pupils and 57 adults and handled by a student announcer, through the medium of a fictitious family having four children in the schools—one each in the first and fourth grades, and in the junior and senior high schools—gave a very realistic radio picture of school life and experiences. These programs, broadcast every Wednesday at 2:45 as a part of regular school work, were listened to by the schools as well as the community. Such a program represents an intelligent education of the schools' large and small supporters—an education that has been entirely too much neglected in the average community.

One of the most justifiable "extra-curricular activities" we know about—American Junior Red Cross School Correspondence. Since its initiation in 1920, correspondence, pictures, handwork of all kinds, albums (an average of about 3,500 a year), and other items and articles have been exchanged between American pupils and those of fifty other countries. The recently published "International School Correspondence Album," a 48-page illustrated French-English book that has worldwide distribution (price ten cents), and a 23-page descriptive booklet, may be obtained from The American Red Cross, Washington, D. C. Here is an excellent activity for any group in any school.

If you are interested in making your students into intelligent, that is, discriminating, newspaper readers, begin with a consideration of current war communiques—probably the most inaccurate, incomplete, biased, and worthless material published. Every newspaper has political, religious, commercial, educational, social and other biases, and these are reflected, directly or indirectly, in much of its "news." A discriminating reader is not necessarily a confirmed

skeptic, but at least he is more than he is a swallow-it-all fish.

Five business and several social sessions, attended by representatives from all over the country, constructively programmed by a brilliant staff of nationally known educators—what's this? The Ninth Annual National Conference of the National Association of Student Government Officers held in July at San Francisco. Congratulations, N. A. S. O.!

The new Thanksgiving Day date has created considerable confusion in football-schedule-thinking because Athletic Association By-Laws of many states (1) provide for the closing of the season not later than the Saturday following Thanksgiving; and (2) allow no student to participate in more than one game in any five consecutive calendar days. Too, the problem of the beginning of basketball season is troublesome. To us it appears that all adjustments should be made liberally and with the original intent of the provisions in mind, instead of on the basis of a too strict interpretation of an old-date policy in a new-date setting.

"Stop That Racket!" is the title of a short, well-documented article by John Guy Fowlkes in the September number of *The School Executive*. And the "racket" is the sandbagging of "donations" for the financial support of school activities out of commercial firms with which the school does business. Fowlkes is right!

In some communities the local business men have banded together and refused to "cooperate" with the schools. Such a stand may appear to be a bit harsh, but doubtless in most instances it is logical. Hasten the day when school systems adequately finance their programs of activities and throw all foul-smelling practices into the garbage can!

Youth in Action

JOHN L. MURRAY

Retiring President of the National Association of Student Officers

WITH the opening of the Ninth Annual NASO Convention in the Roosevelt Junior High School, San Francisco, California, July 4, 1939, a new chapter in student government was begun. The Golden Gate City was host to outstanding student leaders from all parts of the country and from Hawaii. The date set for the opening session of this conference gave unusual significance to the meeting, as each delegate realized that he was participating in the work of an organization dedicated to the democratic ideals and purposes the inception of which our nation celebrates on July 4th.

The NASO has consistently laid great stress on its national yearly gatherings, for it believes that the most essential element in the science of living together is a mutual understanding and feeling of good fellowship among the individuals of a society. It is true this year as in the past that close association with students from the four corners of the nation has wrought great benefit to those privileged to enjoy this great experience.

It has been a rare pleasure to have taken part in two successive national conventions, for the jovial spirit of competition prompts each host city to outdo every other in extending a warm welcome to the delegates and in making elaborate preparations for their enjoyment of their visit. It has been good also to see many familiar faces among the strange ones, and to see what benefit another year of experience has wrought for these sophomores in student government.

The registration desk for the convention was set up in the main hall of the Roosevelt Junior High School. The delegates passed through a set of doors to the left into a large well lighted auditorium, which was to be the scene of a majority of sessions for the three days ensuing. Charles A. Simonds, Director of Counseling and Guidance, San Francisco Public Schools, presiding at this session, called the meeting to order and after a few opening remarks introduced Bob Appleton, who delivered the invocation. Following this, the delegates were officially welcomed by Don Minkler, Lowell High School, and the National President responded. The first address of the convention was made by Dr. Harold C. Hand, Professor of Education, Stanford University, who discussed the subject, "Making the School a Laboratory of Democracy." Lillian Weiss, Polytechnic High School, then spoke on the contribution of student government to the development of competent and responsible citizens. The Code of the Good

American was discussed by Dr. Joy Elmer Morgan, Editor of the NEA Journal.

Following adjournment, the remainder of the afternoon was devoted to a tour of San Francisco. It was conducted by teachers and friends of the delegates in the locality, who placed their private cars at the disposal of the conferees. The tour included inspection of the city's famous Park districts, Chinatown, the Presidio, the approach to the Golden Gate Bridge, and residential areas. In the evening the delegates were free to visit the Golden Gate International Exposition on Treasure Island.

The second meeting, Wednesday morning, July 5th, was the business and planning session of the conference. The president, after appointing committees on resolutions and nominations and reading the report of C. C. Harvey, Executive Secretary of NASO, yielded the floor to William Ezell, Charleston, W. Va., who reported on the work of the Southern Association of Student Councils. The importance of strongly organized and efficiently directed local, state, and area groups, was emphasized. Following this, the president read to the delegates a resolution regarding a recommendation to the NEA for the establishment of youth commissions in various states, which was adopted immediately. Other resolutions were referred to the Resolutions Committee. By rule of the president, further business was postponed to a future session.

Immediately after the close of the business session, the entire group adjourned to a panel discussion led jointly by Ralph Lehman, Principal of Roosevelt Junior High School; Alvin Kyte, Counselor, Technical High School, Oakland; Edward H. Redford, Editor, California Journal of Secondary Education; and Alice G. Langford, Director of Activities, B.M.C. Durfee High School, Fall River, Mass. Topics discussed dealt with the problems of guidance, co-operation and tolerance in school activities, and an explanation of student government projects in various San Francisco schools.

Kenneth Chang of McKinley High School, Honolulu, T.H., first vice president of NASO, fulfilled one of the duties of his office by presiding at the third session Wednesday afternoon. After a few preliminary remarks Kenneth proceeded to introduce Dr. Walter C. Eells, Co-ordinator, Co-operative Study of Secondary School Standards, first speaker of the afternoon, who addressed the group on the methods of evaluating student government. His talk was followed by a speech de-

livered by Robert Looney, University of California, who explained to the group the tremendous advantages gained from experience in self government activities. He told the group of his former interest in athletics and other like school activities, but held that the most valuable training he had received was that gained while working democratically with others on the student council. Dr. George A. Rice, Professor of Education, University of California, then delivered an address pointing out the direct responsibility of student leaders in the preservation of American ideals.

The delegates were given an opportunity to express their own thoughts on these questions in a panel discussion which formed the sequel to the preceding talk. One of the highlights of this meeting was a forum of student officers led by Dr. Paul G. Vigness, discussing the topic, "Principles of Student Government."

Following this, Dr. Lloyd Luckmann, Professor of Jurisprudence and Political Science, San Francisco Junior College, delivered a challenging talk in which he urged the students to examine their local school government with a view to eliminating those activities which have merely the appearance of democracy, and cultivating those which truly encourage individual and independent thought and action. F. Melvyn Lawson then discussed "A Class in Student Body Government" and this was followed by the topic, "The Organization of Student Government to Meet Changing Needs," the final subject for the afternoon. The presiding officer at this session was Edward Goldman, James Lick Junior High School, San Francisco.

On Wednesday evening the conferees came together for the fourth session of the convention. A special attraction was offered in the form of a panel of outstanding student leaders of the Bay area, who engaged in a forum on the topic, "Students Solve Their Problems Through Creative Discussion." Dr. Holland D. Roberts, Professor of Education, Stanford University, was leader. One of the salient points made was that many students were dissatisfied with the inclusion in the curriculum of many subjects which do not seem to have a definite and practical value.

Immediately following the close of this session the delegates adjourned to the gym for one of the outstanding social events of the conference. The gay school banners arranged about the walls of the room greeted the delegates with a blaze of color and, together with the other decorations, formed a brilliant background for the festivities. Scores of couples crowded the floor as they danced to the tunes of a fine orchestra. At this event the local students turned out en masse in a highly successful effort to enable the visitors to become acquainted with their hosts and fellow

guests. This delightful party was a fitting forerunner of the luncheon session which was to climax the convention's activities on the following day.

On the following morning, July 6th, the conferees attended a session presided over by Betty Barnett, vice president of NASO, who introduced students representing state and sectional associations of students officers and councils. These students made concise reports on the progress, achievements, and activities of their respective groups. The following students presented their reports: Caspar Ordall, Northwest Federation; Ed Stone, Denver; Jack Padgett, Coffeyville, Kansas; Charlotte Smith, Omaha, Neb.; Shiro Amioka, Honolulu, T.H. On the completion of these reviews, the vice president consented to devote the remainder of the time to the completion of the convention's unfinished business. With this in view, the meeting was turned over to the president who called upon the chairman of the resolutions committee to present his report. Among the more important resolutions presented and passed by the group were those (1) recommending extension of democratic processes to school newspapers and other activities, (2) favoring a program by which the United States may remain an active force for world peace, (3) favoring appointment of a committee to discuss with NEA officials the problem of sponsoring the NASO, and (4) recommending that the NYA and the CCC be extended to provide greater benefits to students. A resolution favoring the reduction of the minimum age requirement for voting so as to extend the franchise to citizens of 18 years and over was rejected.

The president then called for the report of the nominating committee, which was read by the chairman. Several nominations were heard from the floor in addition to those reported by the committee. The results of the election were as follows: President, Caspar Ordall, River Falls, Wis.; 1st Vice President, Jack Padgett, Coffeyville, Kans.; 2nd Vice President, Shiro Amioka, Honolulu, T.H.; 3rd Vice President, Clifford Goodman, Mesa, Arizona; 4th Vice President, Jacqueline Block, San Francisco, Calif.; Secretary, Charlotte Smith, Omaha, Neb. Harold J. Pegg and Charles A. Simonds were nominated and unanimously elected for two years and one year respectively to succeed Lillian K. Wyman and Owen A. Emmons on the Executive Committee. A motion for adjournment was then made and passed.

At 12:30 p.m. the delegates retired to the cafeteria of the Roosevelt Junior High School where a special treat was in store. The anticipation with which the conferees regarded the annual luncheon brought large numbers to this gala event. Evidently the delegates

(Continued on page 112)

High School Assembly for the Non-Academic Student

BURNELL LAMB

Vice-Principal, Boonville High School,
Boonville, Missouri

RECENTLY, in looking through some high school publications, I ran across two interesting definitions concerning the nature of education and teaching. One runs thus: Education is the inculcation of the incomprehensible into the ignorant by the incompetent. The other is this: A lecture course is one in which the notes from the teacher's notebook gets into the student's notebook without passing through the heads of either. These two waggish definitions reflect the thing we are to discuss here, adapting school life to the non-academic student, for certainly those definitions were inspired by a type of work in school which was not suited to the needs of this particular group.

There are many reasons why we should stop to consider the case of the non-academic student at this time. The main reason is that we have him in our midst, and he has a constitutional, legal, and moral right to be there. A few years ago we would have solved his problem simply by eliminating him from school. But at the present we have accepted the philosophy proposed in our state constitutions that "Free and gratuitous education shall be provided for all the children of all the people."

Perhaps it would clarify our thinking if we had some classification of this so-called non-academic group, because before we can help them we must first know who they are. I am submitting the classification given by Dean Irion of the School of Education of the University of Missouri in a talk before the Annual Conference of the Missouri Association of Secondary School Principals, Columbia, Missouri. He defines the non-academic high school students as:

1. Those who are physically handicapped, especially with defective hearing and vision.
2. Those with marked speech defects are almost invariably non-academic.
3. The undervitalized individuals who have to battle with fatigue and its distressing mental corollaries.
4. The adolescent neurotics and the socially maladjusted.
5. Children of poverty, the children of isolated and limited social contacts.
6. The pampered child of wealth.
7. The occupationally diverted.

I should like to add two others to this classification, and for want of better terms I shall

call them simply the *slow thinkers* and the *under-stimulated* or the *under-motivated*.

It seems to me that we cannot justify any assembly program in which from one-third to one-half of the group convened derives no benefit. It requires no great stretch of the imagination to see the enormous amount of time lost in student-hours when our assembly programs are not adapted to this group.

We must remember the assembly is not homogeneous with respect to ability. It draws members from all classes, all departments, and all with varying degrees of individual differences. Nevertheless, we are duty bound to provide a schedule of assemblies suitable to the ability, interests, and needs of each and every pupil whose time we take in general assembly.

To do this requires long range planning and an intensive study of the needs of our individual school. We cannot plaster our assemblies on from the outside. They must grow out of the needs of the school as a whole, if they are to be anything but a hit-and-miss affair or a waste of time and the taxpayer's money.

In a certain school it was felt there was a need of improving the general tone of courtesy of the student body. In order to do this, home room programs dealing with courtesy in its various phases and in varying situations were instituted. These programs were worked out by a central home room routine committee composed of members from the student council and sponsored by a faculty member. The whole school became united on one definite objective, that of stamping out discourtesy. The programs in the various home rooms were conducted by students, and no attempt was made to lecture the members on their shortcomings by any member of the faculty. It was purely a matter of students discussing their own needs and trying to do something about them. As a result of the home room programs, there came about a desire on the part of the student body for an assembly dealing with the topic of courtesy.

Since it was desirable to relate this topic with life outside the school as well as within the school, an outside speaker who was known and respected by the student body was invited to appear on a program and talk about the subject of courtesy. In the words of the speaker herself, "never had she talked to a more courteous, attentive, and appreciative

high school group." To those who had witnessed this same group in previous assemblies, this remark was indeed gratifying, and no force had been used to compel this group to conform to accepted standards of audience conduct. The change in conduct came from within the group itself and not as a result of the application of external force. The chief value of this particular assembly lay in the fact that it gave members of the student body a chance to practice some of the elements of courtesy which they had been discussing in home room programs for several days, and above all, to practice those elements of courtesy with satisfying results.

From observation of this assembly and many others where outside performers have appeared on the program two inferences may be drawn: (1) The student body should go through a period of preparation for the assembly before it is presented; (2) the speaker must in like manner be made acquainted with the objectives of the particular assembly upon which he is to appear, so that he may adapt his part of the program accordingly.

With these two principles followed, we have gone a long way toward adapting this particular type of assembly to the non-academic and the disinterested student, and we will avoid the embarrassing result of forcing a speaker on the school who has nothing of interest to say, or one whose chief joy is in giving advice which is neither asked for nor wanted and that will not be followed.

As a matter of fact, the practice of having outsiders present assemblies in school at all has been criticized by some. Personally, I think such assemblies can be made a valuable and an integral part of any school's program providing the two foregoing principles are followed. The high school assembly is an economical way of bringing many interesting and stimulating features of the outside world into our schools. There are many people in the ordinary community who represent interesting and educative possibilities. Civic clubs and various other organizations should be utilized in planning assembly schedules. Sometimes this outside work may be presented by students connected with these organizations.

"In any community there are experts and enthusiasts in costume design, millinery, interior decoration, photography, art, music, business, office practice, advertising, scouting, camping, telegraphy, pets, radio, flowerers, first aid teams and crews from industrial plants, experts on labor-saving devices, quartettes, bankers, mayors, policemen, cartoonists, firemen, explorers, and many others, all of whom may be used.

"Not only are these enthusiasts willing to come to school to help develop suitable pro-

grams, but they are usually glad to supply material and equipment for purposes of demonstration and stage decoration. Of course, care must be taken that these programs do not degenerate into mere advertising opportunities. The main idea must always be to educate and never to advertise, and these individuals should be so instructed."

I am reminded of an assembly program conducted by a geologist from our one state university. In this particular case no attempt had been made to prepare the student body for this assembly. The whole school was convened on short notice. Consequently there was a great deal of confusion and much outward expression of youthful exuberance over the unexpected break in their daily routine.

The speaker after being introduced announced that he would talk on the subject of geology. Groans began to issue from various sections of the auditorium, but undaunted, the speaker instantly restored order and obtained the attention and interest of the entire assembly by bringing into view something wrapped in a piece of silk and announced that by magical processes he would bring to them something that had once played a very important part in the life of some prehistoric dinosaur. With appropriate incantations he proceeded to unwrap the article which he held in his hand and brought to view a stone worn extremely smooth. The dinosaurs, he informed us, swallowed stones for the purpose of grinding up the food in their craws.

As a result of this assembly one boy in this particular school, one who had had trouble making up his mind as to what he wished to do in the future, became interested in geology and is now a junior in a midwestern university, majoring in that subject. But the main point of interest in this illustration is not in the fact that dinosaurs had craws—if that really is the word—or that one boy was helped by an outsider to select a life work, but in the effectiveness of the use of demonstration materials in the assembly program. Demonstration and dramatization will be found an efficient way of adapting the assembly to the school as a whole and particularly to the non-academic type of student.

A good approach to a well adapted program is through demonstration and dramatizations by members of the student body. In this respect the assembly can become a sort of clearing house for all the other branches of the school. In this way the non-academic student can be exposed to the academic in an interesting and delightful manner. Not only that, but he will be able to participate in many demonstrations and dramatizations. In a program of this type the non-academic student can be approached through his hob-

(Continued on page 118)

A Father-and-Son Exhibit

MAITLAND P. SIMMONS
*Irvington High School,
Irvington, New Jersey*

THE past few years have witnessed a widespread and an increasing feeling among educators that fathers and sons in later years are growing apart in their mutual understanding of each other. A cause largely responsible for this condition probably has its origin during the child's life, especially in adolescence.

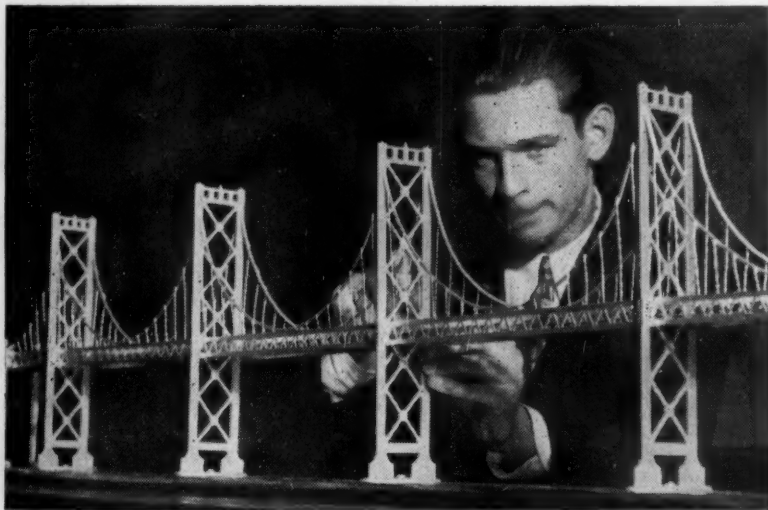
Parents have been overly criticized for failing to take more of an active interest in the progress of their children. From careful observations of pupil needs in various secondary school systems, it appears at the present time that at least a part of this fault lies not with the parent but with the teacher. How much time do we, as teachers, really devote to gaining an insight into the lives of our pupils and their parents? Unfortunately, it is true that with the present-day crowded science classrooms and the heavy programs we are unable to give as much individual guidance as we would like to. Nevertheless, in view of this existing condition there still remains adequate time for friendly follow-up conferences with pupils. From informal talks as well as from continuous cumulative records we can discover those similar interests of the parent and child so necessary for a strong common bond.

The primary purpose of this article is to describe a father-and-son interest which had its origin in the writer's ninth grade general science class. A boy with a special aptitude for structural engineering was eager to make from metal a miniature model of the \$77,-

000,000 San Francisco-Oakland Bay Bridge. In the meantime, parent data collected by the teacher revealed the fact that the boy's father was a tool and die maker. With this personal information, the stage was all set for the working together of a common problem for father and son. A brief description of this project is offered with the hope that it may be of some service to those fathers and sons with similar tastes who may wish to build this miniature bridge or some other project.

Using for guides, a few simplified, authentic pictures¹, including post cards, the first step in construction begins with the four suspension towers. These are cut from brass sheeting into strips, 11 5-8 by 2 1/2 inches. Next a design of the triangular trusses is made by running a scribe over the surface of each of these strips. To cut around the pattern, a jeweler's saw is used. A 1-inch extension is now soldered to the bottom of each piece or tower, and this, in turn, is soldered to a small oval metallic base. For the crossbeams, a home-made contrivance is used to stamp out the thin five-piece framework, 55 inches by 1 inch. Its end pieces, 6 1-8 inches, and the center ones, 14 inches, are riveted and bolted to small brackets 5 1-16 inches from the wooden base of the towers. Next a 1-inch square pier is soldered to the base of each end support, 6 3-8 inches by 1/2 inch, which is bolted to the framework. For the huge suspension cables, a 1-8 inch copper tubing is soldered to each top side of the towers and to the framework. From these cables to the

framework, numerous vertical suspenders comprised of twisted thin wires are fastened with solder. This piece of work is extremely difficult and intricate, since each wire has to be straight. The final steps include spraying with silver-aluminum paint, attaching the thin soldered metallic sections or roadway, 1 3-4 inches wide, to the framework, and mounting the bridge to a shellacked base. It is interesting to note that every detail, including the tiny automobile that glides over the



Robert Reiner, Irvington High School, at work on Father-Son Model
(Courtesy of Current Science)

shiny road, is built to scale.

Since every piece had to be made by hand, the activity required painstaking effort. Progress was considerably hampered because the construction was done in an attic workroom where adequate facilities were lacking. A few simple tools were used—including file, cutting pliers, jeweler's saw, hammer, drill, scribe, and soldering iron. Materials were purchased from a plumbing supply house at a cost of approximately three dollars. Four months were needed, working at odd hours, to complete the project.

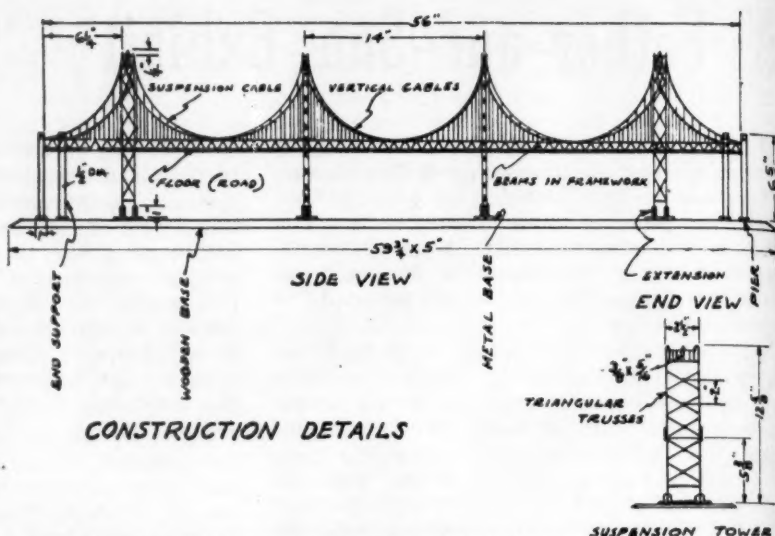
During a general science display in our school library, this unusual model of the world's longest and largest suspension span aroused much interest among members of the student body. Its neat appearance, light weight, and strong construction, due largely to a part-replacement of bolts by rivets, make it very desirable for exhibitions. The boy who participated in the creation of this project received first prize for its most interesting description in the student-written issue of *Current Science*².

From this kind of experience, father and son have grown together through co-operation. Each is better qualified to understand the other's problems. By manipulation of various tools and the pure enjoyment in doing this piece of work, both have acquired considerable information concerning modern bridge construction. Furthermore, the exhibition of this work as a worth-while project has provided satisfaction which is a necessary compensation for their effort.

- 1 Dull, Charles, "Safety First and Last" (New York: Henry Holt and Co., 1938), 229-30. Clark-Gordon-Sears, "Physics of Today" (Boston: Houghton Mifflin Co., 1938), 18.
- 2 Reiner, Robert, "The San Francisco-Oakland Bay Bridge," *Current Science*, XXIV (April 10-14, 1939), 113.

"The election, then, usually goes to the one with an interest in outside activities, school clubs, entertainments, athletics."—Verona Armbruster in *Progressive Teacher*.

"Young folks are interested in getting together in large groups of their own age. They like to have a little larger cruising radius than that provided in their own neighborhoods or church groups."—James C. Lewis.



CONSTRUCTION DETAILS

MODEL OF SAN FRANCISCO-OAKLAND BAY BRIDGE

What Shall We Award?

RETA WEST AITKEN

Principal of Tindall High School,
Tindall, Missouri

COACH E.: "Mr. Chairman, I prefer individual awards. In case my boys should win this tournament, they desire a small, gold basketball for each player instead of a trophy for the team."

Supt. U.: "Mr. Chairman, I propose that we award a trophy to the winning team of each division."

Zim! Zam! Bang! And thus the battle began.

This was a scene from one of the meetings of our county high school athletic association. It portrays the problem that arises every fall.

In order to arrive at an unbiased, unprejudiced decision on this question, I read from various authors (such as Fretwell, Brammell, Johnston, Jordan, and others) and discussed the subject with twenty-five or thirty coaches and superintendents. With what results? This can best be answered by answering the various questions which you probably have in mind.

What was said in favor of individual awards?

1. Individual awards furnish more incentive for greater effort and attract more candidates for the team.

2. Individual awards or honors give the incentive to try harder.

3. If an individual is outstanding, an award will give him a chance to show his ability.

Were there no arguments opposing the giving of individual awards? Oh, yes. Among those were:

1. Players see the trophies or individual awards or medals on display or exhibit and they try only for them and by any means, sometimes forgetting sportsmanship and other educational values.

2. The coach often instills the idea that boys are working for a medal instead of playing for the pleasure of playing.

3. Winning a medal or trophy is often the most important thing in the coach's mind, and the boys reflect this attitude.

4. Individual awards cause poor team work, due to selfish interests.

5. The pupil gets the idea that he should be rewarded for his services instead of bettering himself.

6. Individual awards make the pupil egotistical.

7. Present a boy with a gold basketball, and he will likely give it to some girl who may keep, trade, or lose it.

8. Such a practice leads to extreme specialization, which often harms the individual physically and socially.

9. The newspaper notoriety showered upon individual players and the school results in a warped social development of the player.

The arguments in favor of group or team awards:

1. Group awards lessen hero worship and individualism. They give credit to more individuals. The entire squad, both regulars and substitutes, has helped, so all players should be credited.

2. Giving individual awards to the entire groups would be too costly.

3. A team is a unit. There would be no outstanding player without the aid of the others.

Do all coaches, educators, and authors believe in awards, either individual or group? Hardly!

1. The granting of awards is a type of motivation having but superficial relation to the activity. The reward may come to be an end-in-itself and hinder the development of intrinsic values.

2. Some conferences or associations like ours have organized and made a rule that no awards of any kind shall be given for championships.

3. Some authorities are anticipating that such motivations as awards will soon be dropped entirely.

So—what?

The arguments for individual awards are weak and insufficient.

My conclusions?

1. That such specialized recognitions as giving an individual award to each player violates the spirit of amateur athletics.

2. The offering of individual awards builds not character but selfishness.

3. It seems desirable that the satisfaction

of achievement in the sport should be its own reward.

This problem has not as yet been solved finally and completely. However, the solution appears to be in sight—no awards.

Two Points of View

One year ago more than 2,300 editors and staff members of school publications from twenty-seven states and the District of Columbia gathered at Columbia University to participate in the Fourteenth Annual Convention of the C.S.P.A. They came to learn how to make themselves even better editors than they were and to pass on the information they secured from the many speakers to whom they listened during the three days they spent in New York.

The year before a number nearly as great made the same journey and for the same purpose. This year, over 2,500 attended the sessions of the Fifteenth Annual Convention and sat before more than 175 speakers who, in turn, answered their many inquiries. So it has been for fifteen years and, we expect, such shall be the story for other years to come.

Last year, while these editors were doing their best to extend their knowledge and skills, and it may have happened the year before and again this year, though it was not called to our attention, delegations of youth descended upon Washington to harry Congress and to worry its many secretaries "for jobs and education," as one writer phrases it. "Congress could receive no stronger stimulus to action than that of a lobby of hundreds of delegates representing thousands of students throughout the nation," is the sentiment of an editorial in a college newspaper.

The contrast between 2,300 boys and girls climbing the steps of Columbia's Library and those others storming the steps of the United States Capitol is striking. One group seems to represent a self-reliant body of future citizens who recognize the fact that only by a strenuous search for knowledge and skills and their steady application to the problem in hand can they hope to step along. The other gathering seems to be composed of those who seek something for nothing. Our delegates seem to have grasped the meaning of a few fundamental truths: the others seem not yet to have emerged from the land of make-believe.

Whatever the contrast, we feel that two large and outstanding segments of American life are represented here, each with its part to play in the America of tomorrow. We are happy to be associated with those who came and still will come to Columbia. We believe that tomorrow is much safer for having known them.—*Editorial by Joseph M. Murphy in the School Press Review.*

The Case Against Government Ownership of the Railroads

HAROLD E. GIBSON

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Jacksonville, Illinois

RESOLVED: That the Federal Government should own and operate the railroads.

NO MATTER how much foresight a group of educators might possess, the selection of a debate topic as long as six months in advance of the opening of a debate season is a colossal task. It is a job that takes planning and foresight because of the exacting demands of a national debate topic. The debate question must be one that not only is of current significance when the debate season opens, but it must increase in student interest throughout the school year.

The effect of a poorly-selected topic upon high school debating in general would be disastrous. The whole value of the debating might be lost by a poor selection. If debate is to have the value that it should have for high school debaters, it should become a progressive study of unfolding events from the opening debate meeting to the final championship debate. New material should constantly be published on the subject, and at no time during the season should a debater feel that his debate speech and rebuttal file contain all of the available material on the subject.

The high school debate subjects of recent years have not only grown in importance from the time of the selection of the topic, but they have continued to grow right down to the present day. The topic discussing government ownership of elective utilities is more important today than it was when the high school debaters were using it as a subject. State medicine is one of the chief problems confronting both the medical profession and the government today. As for the topic of last year, a proposed Anglo-American alliance, this topic might be the debate question for this year because it is certainly a more important question today than it was during the height of the last year's debate season.

The question of government ownership and operation of the railroads is growing daily in importance as war scares and the stimulus of war have increased industrial activity and brought about a renewed demand for transportation facilities. A general recovery in the railroads in a financial way during the last few months should act as an aid to the negative case. As financial conditions of the railroads continue to improve the arguments of the negative will be greatly strengthened.

If the high school debate season had started

six or eight months earlier the task of the negative team would have been much more difficult. At that time over thirty-five per cent of the railroad mileage of the country was in the hands of receivers, and there was every indication that more railroads would go into bankruptcy. Since that time, however, there has been a steady change for the better in the field of railroad transportation. Increased traffic resulting from a business recovery and the war in Europe has materially aided railroad income. The impending figure of bankruptcy which formerly haunted the railroads has at least been relegated to the background for the time being, and a new era of railroad prosperity is in the offing. Whether this new condition is merely temporary or permanent will have to be determined by the debaters in their actual contest.

The negative debater should become familiar with the Report of the Committee of Six which was made to the President late in 1938. This report does not favor government ownership and operation of the railroads, but it goes on to make many valuable suggestions as to unfair railroad competition today and with regard to ways in which the present railroad situation could best be remedied. Among these suggestions are railroad consolidation and fairer competition and taxation.

The debater should read this report with great care. It is filled with enough information upon railroad conditions to construct a wonderful argument to prove that if the railroads are given a reasonable chance under the present system of government regulation there will be no need for government ownership. The ten recommendations of the Committee of Six could very easily form the nucleus of a negative debate case.

The negative team should also study carefully the inequality of conditions under which railroads are forced to compete with other forms of transportation. In the matter of labor the railroads pay almost the highest labor rates of any industry, while competing truck lines pay miserably low rates. In the field of taxation the railroads pay an unjust portion of the burden of government. It is a well-known fact that in many localities, where the taxes are levied by local bodies, that the taxation rate per \$1,000 valuation is actually higher for the railroads than it is for the property owned by the local citizens. Such un-

fair practices have done much to place the railroads in the condition that they find themselves today.

BUILDING THE NEGATIVE CASE

The first duty of the prospective negative debater is to build a negative case that is both convincing and free from fallacious arguments. In preparing this debate case the following factors should be given consideration:

Traditionally the American people are opposed to government ownership and operation of the railroads. It would take no keen observer of conditions to find out that the American people are not in favor of government ownership and operation of the railroads. In February, 1938, over seventy per cent of the American public opposed government ownership and operation of the railroads. Over sixty-four per cent believed that the government would be less efficient in its operation than the private owners, and over sixty-two per cent did not believe that the government would ever have to take over the railroads. These figures were compiled by the American Institute of Public Opinion. Similarly the poll made by *Fortune* magazine indicated that a like proportion of the American public was opposed to government ownership of the railroads. With this strong feeling of public opinion upon the side of the negative it will be difficult for the affirmative debaters to establish any crying demand for government ownership.

The railroads are forced to meet unfair competition. The negative has an extremely strong point in the fact that the competing transportation systems of the United States do not offer fair competition to the railroads. Water carriers have received high subsidies from the government, while the railroads have paid their own way. State and local governments have spent billions of dollars to build super highways over which trucks and commercial busses operate. These trucks and commercial busses are competitors of the railroads, but they have their road beds furnished for them while the railroads must not only build their own road beds, but must in addition pay taxes upon the value of these road beds.

A study made in the State of Illinois indicated that it cost the state \$68.96 for every two ton truck operating on the highways over and above all taxes paid by that truck. For a ten ton truck the state lost \$571.41 per year. While the state was absorbing these losses for the truck owners, the railroads were paying taxes upon the full value of their property.

The railroads have unfair tax burdens. The extent to which the railroads have to pay unfair tax burdens is not generally known to the public. Out of every revenue dollar taken in by the railroads they must pay out over

nine cents in taxes. This figure actually reached 9.7 cents per revenue dollar this year, growing from only five to six cents in 1925. On the other hand, the competing barge lines pay only 2.08 cents out of each revenue dollar, and motor trucks pay only 4.5 cents, less than half the burden of the railroads. If this unfair burden of taxation were corrected, the railroads would not need government ownership or operation.

There are better methods of dealing with the problem. The negative team has many opportunities in the discussion of this question to offer counter proposals for the remedying of the railroad situation. Consolidation, taxation reform, and equality of competition are among the better known remedies. When these things are tried, we feel certain that there will be no need for government ownership and operation of the railroads.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

DILEMMA. The dilemma is a method of debate strategy in which one debater asks his opponent a very pertinent question. The question has been so worded that it places before the opponent two alternate answers. The strategy in the use of the dilemma is to have the question so cleverly worded that no matter which of the two alternatives the opposition chooses to give, this answer will be damaging to his arguments. The dilemma is one of the most effective methods of debate strategy known.

The debater should not get the mistaken opinion that the use of a dilemma is unfair or an underhanded method of debating. The real value of the dilemma is that it forces your opponent to take a stand on a point where his arguments are usually the weakest, and when he has taken this stand you are in a better position to attack his entire arguments. You must remember that the dilemma may be used as effectively by one side as by the other.

To avoid being caught in a dilemma it is good advice for the debater to avoid answering directly any question asked by his opponents when he knows that the purpose is to catch him in this dilemma. If you feel that you must answer the question, be sure to see to it that all catch phrases and tricks are eliminated from it.

Two sample dilemmas for the negative are as follows:

Negative Question: Do the members of the affirmative team believe that government ownership and operation of the railroads will be successful when government regulation of the railroads has failed to allow them to meet competition properly and operate at a profit?

If They Answer Yes: The affirmative debaters have a great amount of faith in gov-

ernment ownership and operation of the railroads, even though they must admit that government regulation has failed to allow the railroads to meet competition. This regulation has been bound up with so much red tape that it is practically impossible for the railroads to meet and defeat the growing competition of the motor trucks and busses. We wonder if it is this same type of inefficiency that the affirmative are proposing for the system of government ownership and operation.

As negative debaters we fail to see the logic in the argument as presented by the affirmative. They can see that government regulation has been too cumbersome to allow the railroads to meet changing conditions and changing types of competition. Now if the government, with all of its facilities, cannot even regulate the railroads in such a manner that they can operate to meet changing conditions, how can this same government hope to, take on the larger task of owning and operating something that they cannot even regulate? We feel that the affirmative debaters should explain this gross inconsistency in their arguments.

If They Answer No: The affirmative team does not feel that government ownership and operation of the railroads will be successful if regulation of the railroads by the same government was not effective. There can be little doubt but that government regulation of the railroads has many drawbacks. This regulation fails to allow the railroads to meet growing competition. We of the negative feel that any governmental system that will allow conditions to get as bad as railroad conditions are today does not have much basis for asking to take over the complete ownership and operation of the railroads.

Negative Question: Do the affirmative debaters believe that the government of the United States is in a position financially to purchase the railroads?

If They Answer Yes: The affirmative are more optimistic over the financial ability of the United States to assume the additional burden of more than twenty-six billion dollars than any group of citizens that we have met during recent months. Our opponents feel that the government can afford to purchase these railroads and that the government could somehow finance the proposition.

Today the debt limit of this country has been set at fifty billion dollars by law. The total amount of the debt has already reached a point somewhat in excess of forty billion dollars. With the continued spending of the WPA and the PWA, this legal debt limit of fifty billion dollars will soon be reached. Now when we look at the railroads we see a twenty-six billion dollar industry which the members of the affirmative propose that the gov-

ernment should buy. Where will the government get the money needed for this gigantic undertaking? How could the government pay for the railroads even if it could borrow the money? If the government would undertake such a gigantic program, it would disrupt the entire financial structure of our country.

If They Answer No: The affirmative are willing to admit that at the present time the United States is in no financial position to purchase the railroads. When they admit that the United States cannot finance the proposition that they are upholding, they are practically admitting that their proposal of government ownership and operation of the railroads could not be adopted in the United States even though they were able to show that it would be desirable and that the service which would be rendered by the governmentally owned system would be superior to that given by a privately owned system of railroads.

The negative feels that when the affirmative admits that the government will find it very difficult or even impossible to finance the government purchase of the railroads, it is useless to even continue this debate discussion.

STRUCTURAL OUTLINES FOR SPEECHES

In presenting these structural outlines for negative speeches no attempt has been made to give an all-inclusive brief meeting all the arguments that might be presented by the affirmative side of the case. This structural outline is rather merely a group of points that the negative probably should present in order to establish their case. The debater should arrange these points to suit his own individual speech and most of the points included in the structural outline should be included in the finished negative debate case.

OUTLINE OF FIRST NEGATIVE SPEECH

I. Introduction.

A. Make an extemporaneous attack upon any important mistakes made by the first affirmative speaker in his interpretation of the question or in his definition of the terms of the question.

B. State the issues of the debate as the negative will use them throughout this contest.

1. The crisis in the railroad industry is not severe enough to warrant a change to government ownership and operation.

2. Government ownership and operation of the railroads would be highly undesirable because of its many disadvantages.

3. There are many better methods of solving the railroad problem than government ownership and operation.

II. The crisis in the railroad industry is not severe enough to warrant the adoption of government ownership and operation.

(Continued on page 127)

The School News Bureau

SCHOOL news is worthy of wider circulation than is usually achieved by the school newspaper. It has a real place in the daily newspaper, where it can reach the citizens and taxpayers of the community, those who are the supporters and trustees of the public schools. Fresh and intelligently written items of school news in the local papers are good publicity, serving to build public interest and confidence in the schools.

City editors, often only vaguely aware of the interest in school news, and perhaps understaffed, send reporters out to the schools only on rare occasions. Nevertheless, those editors are usually glad to publish the school items furnished by the school. A number of the larger city school systems have met this situation by the establishment of public relations departments, staffed by professional publicists.

Until this practice becomes more widespread, there is excellent opportunity for making the establishment and maintenance of a news bureau a student activity. Made a regular part of the organization of the high school journalism staff, the purpose of such a bureau is to keep the local papers constantly informed of news events taking place in the school. Heading the bureau should be a student director who has as keen a news sense as that needed by the news editor of the school paper. The two might well confer regularly to promote the best coverage. Assisting the bureau director should be a group of reporters, a copy editor and several typists. The journalism instructor will serve in an advisory capacity to the bureau staff as he already does to the newspaper and yearbook staffs.

Where the news bureau is an innovation, the student director's first job will be to contact the editors of the local newspapers to explain to them the purpose of the service and the proposed machinery. He will secure for each paper that expresses a desire to be included in the service, the name of the reporter or other staff member through whom school news will be handled. The director should then see that person about deadlines and other pertinent matters and arrange a time for telephoning him each day. The newspaperman should be given the school phone number and a schedule of the hours when the news bureau can conveniently be called. Provision should also be made to deliver to the newspaper by messenger long lists of names and other material that is awkward for telephone handling.

GUNNAR HORN

Journalism Instructor, Benson High School, Omaha, Nebraska

The bureau will seldom have to consider school athletics in its service. Such coverage is usually the one coverage that is assured by the daily press. Usually only second-team games and intramural programs will need to be handled through the bureau's machinery.

At times the bureau will be justified in requesting the local papers to send photographers to cover some affair that is genuinely photogenic. To select news events that are important enough to warrant pictures will require real judgment of the student staff. Unjustified pleas for photographs will only result in the ill-will of the newspaper.

The problem of giving the same items to both morning and evening papers may arise in communities where there is keen rivalry, or actual jealousy, among the papers. If the morning papers refuse to publish items that have appeared in print the evening before, the director of the bureau has the problem of trying to divide the news so that all the papers secure fresh material. This procedure may be generally applied to feature stories, but should come only as a last resort in regard to news stories.

A clipping service will round out the bureau's machinery. Someone should be assigned to keep a scrapbook of the school items that have appeared in each of the papers included in the service. Newspapers will generally be willing to place the bureau on their free list in return for the items they receive. Weekly meetings of the bureau should be held to give the staff a chance to compare results. If one paper is falling behind in school items published, it is a matter of concern for the bureau to discover the cause and, if possible, to remedy the situation.

Provision must be made for working space and adequate equipment for the bureau staff, as this is a matter that affects both work and morale of the group. Generally, a schedule can be worked out in co-operation with the school newspaper staff. Perhaps for a period or two each day the bureau can have exclusive possession of the journalism office, with provision of drawer and filing cabinet space for records and supplies.

To secure the highest type of student interest, the position of bureau director should carry the same credit and honor as the positions of editor or business manager of the

school newspaper and yearbook. Other positions in the bureau should be ranked proportionately. It is, of course, one of the minor benefits of a news bureau to provide additional responsible positions for training the students of the journalism department.

Organized as suggested and maintaining a high standard of accuracy and intelligent selection of news such a bureau will command the respect of the student body, faculty, administration of the school, and the staffs of the local newspapers. Like the school paper, the news bureau is an example of the type of contribution high school journalism has to offer, not just to the students participating, but to the school and to the community.

Some Pioneering in the Field of Yearbooks

CECIL L. RICE

Principal, Cristobal High School,
Cristobal, Canal Zone

WITH the publication of the *Caribbean*, 1939 yearbook of the Cristobal High School, Cristobal, Canal Zone, we believe, an innovation in the field of high school yearbooks has made its appearance.

The *Caribbean* consists of twenty-four pages given to individual faculty and senior pictures, then one hundred thirty-two pages made up of a complete set of thirty-three issues of the *Trade Wind*, high school weekly newspaper, with ten pages of advertising and an autograph page at the end. Fly sheets separate the faculty, the senior section, the *Trade Wind* section, and the advertising.

The publications of Cristobal High School are edited by eighteen students regularly enrolled in a class in journalism, for which full credit is given. The class meets a double period daily, five days a week.

For thirty-three of the thirty-six weeks in the school year, the class publishes a school newspaper, *The Trade Wind*, which is devoted to school and community news, and which is enriched each issue with a liberal amount of pictures of school activities.

The newspaper is nine and a half inches by thirteen and a half inches in size. This size was adopted so that the papers might be bound in a convenient size book.

Last school term, 350 copies of the *Trade Wind* were run off on regular news print paper for weekly distribution, and an additional 400 copies were printed each week on book paper. These latter copies have been kept each week in order to bind them in the *Caribbean* to make up the "school activity" section of the yearbook.

The 400 extra copies were had at a cost of only seven dollars each week more than the original cost of the first 350 printed on news print paper. The school publications were printed by the Panama American Publishing Company.

The total cost of 400 copies of the *Caribbean* was as follows:

Printing the faculty, senior, and advertising sections and the fly sheets at \$3.55 per page	\$239.20
400 covers, stiff, cardboard at .15.....	60.00
708 inches cuts for pictures at .15.....	106.20
400 complete sets <i>Trade Winds</i> (33 issues at \$7.00)	231.00
Binding 400 books	12.50
Postage and incidentals	4.50
Total Cost.....	\$653.40

The cost of the *Caribbean* was paid by the student association. Three hundred dollars in advertising was sold to local merchants, leaving a net cost of \$353.40 to the student association. Each member of the association received a yearbook free of charge.

The thirty-three issues of the weekly newspaper, the senior yearbook of individual pictures and cuts of senior activities, and the faculty section give a very complete 156-page record of the school year's activities at a cost far below the cost of a traditional yearbook of the same size and same completeness.

The book is bound with a stiff cardboard back, printed in two colors. The design is a tropical scene drawn by a member of the journalism class—a palm tree with a harmonizing background. The cover is light blue in color, printed with dark blue ink.

The book met with a very enthusiastic reception on the part of the students.

A copy of the *Caribbean* will be loaned to schools who desire to study the book.

"The art of successful living is to transfer more and more of our profit taking to the realm of the non-competitive. There is no competition in the creation of beauty or the interpretation of truth. Instead of counting so much on diplomacy, economics and governments to make peace, we should turn to the potential contributions of art, literature, science and religion."—Dr. Ralph W. Sockman.

"I like to think of hobbies primarily as builders of companionship. Collect something, and instantly you have thousands of friends in every part of the world who share with you a common interest."—Francis Hatch in *Leisure*.

Interscholastic Competition for Girls

IT IS to the parents of girls, to the superintendents of schools where interscholastic competition is still permitted, to the men (and women coaches, if such there be) who train girls for these contests, that this appeal is made.

Whatever the reason for offering interscholastic competition in your schools, will you consider the following points with an unbiased judgment? It may sometime concern *your* daughter.

Your first interest is that of health. The age of adolescence is from twelve to sixteen years, and it is at this time that a new life cycle is becoming established. The nervous strain, the excitement of competition, the emotional reaction resulting from a strenuous game, are in themselves enough to cause a case of hysteria. But that is not all. Violent activity at certain times may leave that girl with a permanent disability. Competition of this kind requires the utmost endurance. There is a terrific strain on the heart, which during adolescence is small in ratio to the other organs of the body. Due to its size, it is already overworked in carrying out its normal functions, and competition greatly increases this strain. Every girl of this age should be given a thorough medical examination *each year* for the regular physical education program, and anyone permitting competition without a physical examination is guilty of criminal negligence.

Just as you wish to safeguard the girl's health, so do you wish that she retain her feminine characteristics. Interscholastic competition is not conducive to feminine loveliness. It calls for aggressiveness and strength, and these have never been regarded as womanly qualities. Girls' teams tend to imitate boys in their actions—they stretch out on the floor or field, puffing and panting, perspiration streaming down their faces. They may even use the common towel to wipe away the perspiration just as they have seen the boys do it. In the name of health and sanitation, why are such practices condoned at *any* time, whether it be *boys* or *girls*? And without a doubt, if they use the same towel, they will probably use the same drinking container.

The action of girl athletes toward spectators is another sorry spectacle. They pose for the crowd in their abbreviated shorts and cut-away blouses and imagine they are being admired, when in reality the crowd is merely getting a return for its paid admission by leering at exposed thighs and bodies. Fathers: do you feel a wave of indignation

HELEN G. SAUM

*Director, Physical Education for Women,
State College, Manhattan, Kansas*

when your daughter is subjected to such exhibitions? In such surroundings, the girls are apt to be boisterous and careless in manner or assume the swagger of the male, either of which makes them appear more ludicrous to the crowd. Why does a girls' team bring a crowd? Do you suppose that it is because they play a *better* game than the boys? It is because the mob wants to be *amused* at their feeble attempts to imitate boys, to jeer at their efforts to be "big-time players," to see, if possible, girlhood brought down to the degrading level of pulling hair and scratching faces and to look at the exposed female body. What kind of leadership permits this exploitation?

Men coaches have, for the most part, been responsible for this trend toward masculinity because they see nothing wrong in it. They treat *girls* as they would *boys* and nothing matters except the game. They teach them to be aggressive, to be "hard," to play boys rules and to use boys tactics, no matter how unfit these rules are for a girls' team. They ignore necessity for "games out," not merely "minutes out." Girls will not be embarrassed by asking men to be excused from games or practices. The coaches give the girls the same regime of training that they would give boys—long practices and hard work. These men are not interested, primarily, in the physical well-being of the girls in their charge. They are not concerned that a girl's playing may be at a time when she should not, running the risk of permanent disability. This man's job depends upon whether or not he can turn out a winning team and self-preservation comes first. Teaching activities that girls can play and enjoy is only a secondary matter, if even that. Many times "star athletes" are hired as directors of physical education, their only qualification being their athletic record. These "trainers" are entirely ignorant of the principles and ideals of physical education and have no conception of activities, except what they received as members of the "varsity" football, basketball, or baseball squad. And yet, to them is given the "care and health" of our boys and girls. Who is responsible for placing these people in charge of a program about which they know *worse than nothing*?

In the last analysis, the superintendent of schools should be held accountable for the

teachers he employs. With the number of trained leaders in health and physical education being graduated each year from well-organized departments, there can be no excuse except the mad desire to have a *winning* team at *any* cost. The state G.A.A. offers a program of activities for girls which, if used in the schools, will furnish a variety of work as well as enjoyment. Girls need activities, just as boys do, but the administration of their program calls for a *well-trained woman* and *not* the boys football-basketball coach.

Have we reached a point in some schools where education and *sane* recreation mean nothing so long as a championship is at stake? Will we continue to allow our girls to be exploited for the sake of "putting the town or school on the map"? Can we sit calmly on the sidelines of a game and allow the town rowdies the privilege of yelling degrading remarks at our daughters? If they have paid the price of a show, they expect their money's worth. Are you willing that they should enjoy themselves in this crude way and still feel that you are discharging your obligation to the community? Are you satisfied to know that your girls travel from town to town in all manner of conveyances, in all kinds of weather and suffer countless indignities when dressing for a game? That many times these contests are played in unheated and practically unventilated rooms?

How much longer can we permit such practices in the name of education? So long as our girls are permitted to enter interscholastic competition and A.A.U. State and National Tournaments, just that long will the finger of derision be pointed toward the most glaring example of faulty educational principles.

Will the superintendents, teachers, and parents who have the courage of their convictions join in a united front and rule out conditions that are so detrimental to the welfare of the school girls of this nation?

Fun with the Handbook

WANDA UTTERBACK

Chairman of Handbook Committee,
David Hickman High School, Columbia, Mo.

THE Columbia, Missouri, Hickman High School Student Council of 1937-38 sponsored the publication of a school handbook. A committee of students working with faculty members collected material on school organization, curriculum opportunities, school activities, traditions, and special awards, arranged them logically, and published them in book form. Attractively bound in the school colors of purple and gold, this *Kewpie Guide Book* has been enthusiastically received.

The guide books were kept in the home rooms for the first three months of school, during which time students and home room sponsors studied them carefully together. To make this study entertaining, the handbook committee compiled a four-page bulletin on "Using the Guidebook." This bulletin was composed of three sections: Lookit Up, a Matching Alphabet, and a Know-Your School true-false test.

Twenty-four questions, the answers to which were to be found in the handbook, were included in the first section. The chairman read the question; the student finding the answer first rose, gave the page number, and read the complete sentence which answered the question. Such questions as these were asked:

Question: For whom is the school named?

Answer: P. 16. The David Henry Hickman High School was named in honor of David Henry Hickman, one of Columbia's pioneer citizens.

Q.: What was the cost of educating each student in Columbia in 1938?

A.: P. 41. In 1938 the cost of educating each student in Columbia schools was \$75.

Q.: In what year was the Verse-Speaking Choir organized?

A.: P. 53. The choir was organized in 1935, with a membership of 35.

The second section had twenty-six items, one for each letter of the alphabet. Each student wrote the alphabet on the left side of a sheet of paper, allowing one line for each letter. The students found a word which meant the same as the phrase and which started with the particular letter of the alphabet. Some questions were these:

D. Classification used in library—Dewey Decimal.

F. Annual German Club festival—Festessen.

Q. Honorary Literary Club — Quill and Scroll.

The questions in the last section were to be answered without reference to the Guidebook. They were of the common true-false variety. Some of these questions were:

Q.: The term "Kewpie" is said to have been originated by a former principal. False.

Q.: The Hickman string ensemble has won national recognition. True.

Q.: The Blue Triangle Club is open to anyone enrolled in any mathematics course. False.

There can be no doubt that such a study of the school will develop loyalty and appreciation for the many opportunities that are present for the asking. We have tried to present everything that should be known about the school in a compact form and to offer an easy, entertaining method for learning these facts.

Why a Puppet Club?

Hamburg Puppet Guild,
Hamburg, N. Y.

IN THE business of living today the progressive school plays an increasingly important part. Always the school house has been for the children. Today, the community is becoming conscious of the school as a focal point not only for the several hours of actual school each day, but as a meeting place for community activities. Children are beginning to feel it is not a place they have to go because the law says so, but because they want to. Interesting things are happening there all the time. They feel a proprietorship in it, even though many of its activities these days are for adults.

This feeling of ownership enlarges pupils' activities and gives them a feeling of also belonging to the community as a whole. So now, how does a puppet club in any way add to these possibilities? How does it fit into the school's desire for giving knowledge? How does it fulfill the student's requisites and the community's need as a whole? Let us look at it from the school's standpoint.

Up until comparatively recently subjects have been segregated from, or perhaps we should say they haven't been related to, one another or their use made applicable. Progressive education has changed this, but in so doing finds itself confronted with a very definite problem—how to reach each individual student in a more or less regimented set-up. The many types of persons it must handle, each with a personal problem, each with a different point from which he works, must be welded into a whole. Social gaps must be closed. Sub-normal and the superior intelligence must be given an understanding of one another. Artistic temperament and the mechanical bent must find a way of working together. One of the many ways of approaching this problem—never forgetting the school's first aim, to instill a desire for knowledge in its pupils—is through a puppet club.

And now we look at the student. He has no such lofty ideals, we say. He learns what he has to learn to pass into the next grade or to get into college. It's all a bore anyway. But what if inadvertently he learns something without knowing he's learning it? What if through having fun, from doing what he really wants to do, he realizes that maybe history isn't so dry after all? This is the mechanics of it.

A puppet club teaches through experience. It can teach even academic subjects through this medium. For instance, a play about Indians. If it is to be written by the club, the customs, government, architecture, and geography of those particular Indians must be

known and incorporated into the play. If a play is ready for use, still to do the stage sets, costumes, and properties, these essentials must be known, to make it historically correct. What better way to teach history than to hang the important information the school has to offer around a puppet play? If you look closely, you will see that not only history but geography, civics, English, readin', writin', and 'rithmetic are in this stimulating project. The youngsters are definitely in favor of such a club, even though it is "sort of tied up with school." It's fun.

But what makes it successful or not successful? The very first requisite is that it must be paid for. There will have to be a small amount of capital to start with. This can be raised through dues or, better still, by a loan from some school fund. Each member has a responsibility about that money and whether he ties knots, paints heads, sells tickets, or does the actual operating, he is an important part of the whole and should be made to feel the importance of, and responsibility for, repayment of the debt. We see then that he is becoming conscious of a money obligation not only to himself but to an organization. Through his efforts and in co-operation with other people's efforts a thing is being accomplished in which he can take pride. Because the culmination of a puppet project is the play for which money can be charged, this debt-repayment is within easy reach. If everyone does his part, soon a surplus will be on hand.

There is no end to where such a project can lead. Soon a critical attitude will develop. The pupils will want better puppets and a better performance. There is no reason why there can't be better ones. The money will be there to make it possible. When the operators become more proficient, what greater outlet for further learning or what more fun than taking the show to other parts of the community—to a children's hospital, as an act in the church fair, as a money raising project for flood relief or some other emergency? Immediately the club members have taken their place in the community, the project can lead almost anywhere but always to the acquisition of active knowledge.

To go back to the different types of children and their different problems and points of view, each child is in the club on an equal social basis. Talents, desire to co-operate, constructive ideas supercede the false standards of money, background, and position. Perhaps the child with the subnormal intelligence is

the only one who can make a necessary noise for an important theatrical effect. Immediately and for the first time he can feel his importance in relation to the society in which he lives. There are many, many outlets and many modes of approach. The mechanically inclined child finds complete peace in hammering and sawing, in measuring and following the explicit directions necessary to make a well balanced puppet, the stage, or the properties. An artistic and imaginative child revels in the costume designing, head modeling and painting, scene painting, and play writing. Soon each becomes more proficient in his own line and feels a sense of security. In this place where he can work constructively and co-operatively with others, he meets on a congenial basis people whom otherwise in his walk of life he might never contact.

And then perhaps the greatest development of all may happen. Perhaps the student will develop a curiosity about what the other fellow is doing and want to try it himself. What has happened? A fear of criticism, a fear of not-being-able-to-do-it-well-so-I-won't-do-it-at-all attitude, has been hurdled. The timid child, who would never go out on a stage, can have the opportunity of experiencing the thrill of an audience reaction to what he does. Working behind a curtain or stage-front eliminates entirely stage fright, a tremendous thing to have faced and conquered. If he ever actually has to face an audience he now will have had a successful experience behind him to give him courage.

There are several parts of this whole project that should be experienced by everyone, and the moment curiosity has overcome fear this may be accomplished. Everyone between the ages of nine and fourteen needs to know the feeling of having "pressed into form" a creative idea, which brings about an emotional release. Modeling typifies this. Even though the result of the head isn't "good" the experience is, and in many cases this opening of a new method of expression opens a new point of view.

Also everyone should participate in operating puppets. Imagination is the motive power behind operating. The operator forgets himself, is both audience and actor, when he pulls the strings. The imaginative child finds no difficulty in doing this, but perhaps his physical co-ordination is not tuned to the necessary perfection, and the mechanically disposed one who is apt to have good physical co-ordination finds it is hard to bring out through his puppet the character he wants to portray. Therefore we see that the actual operating is a definite test and brings into play the combined skills of each type of child and molds them together.

And in puppetry the teacher can receive all its benefits as well as the mere benefit of giving. Up until now the art teacher has usually carried the responsibility of puppetry in the schools, but so wide is its scope that this direction is inadequate. The other teachers should co-operate. There is a place for teachers of industrial arts, sewing, any of the tool subjects, as well as the teachers of art and dramatics.

A puppet club can be made as large or as small as the imagination and abilities, both physical and mental, of those connected with it desire. It is a hobby which can carry on into adult life. It teaches us how to make joyous use of leisure time in a world where the hours of work are shortening and play needs to be a creative activity.

A Magazine Exchange Shop Project

RAYMOND J. COLTHARP
*Burns High School,
Burns, Kansas*

ONE of the moot questions confronting the high school has to do with the provision and use of suitable reading material. The study hall teacher, and the class room teacher as well, is faced with the problem of approving or disapproving a large number of magazines, "slicks" and "pulp" alike. The energies and curiosities of the adolescent are unbounded, and one finds pupils reading, surreptitiously or otherwise, sex stories, horror magazines, wild thrillers, and the like. In an effort to provide reading material of a more profitable, yet interesting nature, our school has used a magazine exchange as a part of the extra-curricular program in the general shop.

Since the activities of the shop have been limited to boys, boy interests are the ones considered in this project. The rules and regulations are few, and are enforced by the pupils themselves, with no arbitrary decisions made by adults. A group of magazines, of current issues of scientific, hobby, travel, outdoor, sports, and handicraft publications was collected and placed in the shop library. This library is under the supervision of the tool room clerk; since this personnel officer serves only one week, succeeded by another boy, the duty and responsibility of caring for these magazines does not become tiresome. To check out a magazine, the pupil has only to substitute another not found on the shelf. Sex, murder, horror, thriller, and "sexy" photo magazines are prohibited, and the librarian

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Watering the Elephant at the Football Circus

M. L. STAPLES

*Benjamin Bosse High School,
Evansville, Indiana*

IT IS a beautiful November afternoon. The stadium is filled with anxious people waiting for the kick-off of the city championship game. The whole affair is highly colorful. The blue and gray of Reitz and the scarlet and gray of Bosse blend well with the decorations provided by the Peppy Panther Club. Amid yelling, both organized and otherwise, the two teams dash onto the field for the warming up period. The helmets glisten in the sun as the players race up and down the turf. Yell-leaders are swinging into action. Finger nails are suffering. Fathers cannot stay seated.

Suddenly from across the stadium there comes a roll of drums; then military music; and from the opposite gate there pours into that afternoon American spectacle the uniformed and high-stepping musical organizations of both schools. With the colors in front, the whole battalion moves forward across the white-lined gridiron to completely thrill a crowd of 20,000 people. The United States flag is presented and saluted. A band leader raises his baton and both bands play in unison the Star Spangled Banner. Twenty thousand people jump to their feet. Players stop in their tracks. In musical reverence due respect is paid the national emblem.

It is a touchdown for the American ideal. It is a valuable social experience for the whole participating audience. The American athletic scene is rapidly becoming a socializing device. It is bringing people together to be further unified by the thrills of the game. Many of these so-called social thrills are being provided by devices quite foreign to the actual sport being witnessed. Stunts such as the above flag salute are giving new and varied thrills to the American game-going public.

The school administrator can and should make his athletic pageant a community socializer. In addition to thrilling runs, tackles and touchdowns, he should provide for the vicarious spectators patriotic thrills, fun thrills, and civic thrills. He has in his hands one of the keys to social progress. The whole community comes to his out-door classroom. He should become a master showman dedicated to the ideals of social service.

Stunts during the game tend to reduce the ego of the victorious and to soothe the embarrassment of the defeated. The winner and the loser are bound together on a high

plane of co-operative living. This objective of providing social experiences for both adults and students should prompt the educator in his efforts rather than the desire to increase the gate receipts. Commercialization of the school's athletic program is unfortunate. Many deserving students are denied the privilege of seeing and thrilling at the prowess of their own teams and bands. The philosophy of universal education stops at the gate of the athletic classroom. A good program of stunts may mean much to the boys and girls who are recruited for participation. Home room or class groups may be awarded free admission for prize-winning projects. The school administrator who is really working for his boys and girls will provide many opportunities for watering the elephant of the athletic circus. For every pass which he issues to a pressure-ite he should arrange for ten or more free student admissions. Even if the athletic program should become free to all students, the program of stunts should go on. The stunts are not for financial profit or game admission, but for social gain. It is hoped that the near future will make of the game a social classroom, a curricular activity, tuition-free, and open to all the boys and girls of the American school.

BAND STUNTS

Most game stunts are staged by school bands, especially during the interval between halves. These band stunts are rapidly getting away from straight military marching. The best socializer is the stunt which provides something unique and comical. Letter formations, designs, aeroplanes, pinwheels, snake dances, goosewalks, little German bands, vagabond bands, clown bands, etc., are means of presenting stunts which are not too formal and consequently more effective.

The Bosse High School Band of Evansville presents a comedy stunt in which the band does not follow its drum major. The band will not obey his commands. He struts down the field thinking his band is behind him. He acts surprised and becomes peeved to find it going the other way. He runs to get in front, tries to lead it again but fails. He throws down his baton and sulks off the field. The head janitor rushes out, picks up the baton and leads the band to its section.

The Reitz High School Band and Girls' Drum Corps form the word "BEARS" in which the Band makes up the large "B" while the

Girls' Drum Corps forms the "ears." The "B" marches off goose-stepping playing the "Old Gray Mare" while the girls put their drum sticks at the sides of their tall hats and wag them to illustrate the "ears" they are spelling. Whenever possible combined band stunts should be attempted. The social lesson of co-operation is well taught by both bands in a stunt which lessens competition and enhances the spirit of co-operation. Massed concerts and combined stunts between halves are possibilities worth considering.

FOOTBALL QUEEN CEREMONY

The coronation of a football queen has become an annual stunt on most gridirons. Amid blares of trumpets she appears and is carried, taxied, or escorted across the field to be crowned. She must be presented with a large bouquet of flowers. A new football is placed in her delicate hands. She smiles and tosses it end over end toward a quivering captain who drops it and brings out roars of laughter from a fun-finding audience. The solemnity of the ceremony is corrupted by a framed-up kidnapping of Her Highness or by the vulgar crowning of a fat football king. She is further punished by being forced to sit on a conspicuous platform surrounded by nearly-as-beautiful attendants. The affair may injure her winning personality but it tends to repair the egos of those looking on. The stunt is a high type of socializer.

GAY NINETIES GAME

The old-fashioned game between halves is a popular homecoming stunt. While the belles in bustles and broad brims beam with delight from the side lines, heroes with handlebar mustaches push and grunt through flying wedges and mountains of fallen men. Between halves of this between halves game a beauty revue and contest is held ending in a real hair-pulling spree. The game generally ends in a fight in which the blushing fans break umbrellas over the heads of the staggering fullbacks. The spirit of the fiery players is finally dampened by gallons of cold water thrown by the home-town bucket brigade.

ANIMAL STUNTS

Mascot-greeting ceremonies add much spirit to the occasion. The family pets have their day in rodeos, dog shows, pet parades, and county fairs. Even donkey football has been tried with disastrous mutilation of the playing field. A baseball game in which each player must keep a dog tied to his own belt will provide fights and scrambles which will cause a near riot in the grandstand.

BALLOONS AND STREAMERS

Balloons and streamers of school colors are often used for added color. Rooting sections, bands, pigeons, and even aeroplanes are used to sprinkle this extra color over the spectacle.

PHYSICAL EDUCATION EXHIBITIONS

The physical education classes may want to present drills between halves. Exhibitions of various games and sports are possible stunt material. A group of small boys may present a midget football game in which the referee is swamped at the end of each play.

BLEACHER STUNTS

The stunts which add most color and involve most participation are those which are developed in the bleacher-rooting sections. With assigned seats, colored cards, uniform dress, and detailed directions the section can present many clever patterns. Even in the stadium with seats only on one side, many bleacher stunts are possible with vertical cards.

JINX STUNTS

Favorite stunts on the college fields consist of funerals for jinxes, burials of the hatchets, and humorous operations. Short snappy jinx stunts may be presented by clubs of boys and girls. The school head should more than permit such "foolishness." He can even suggest possible stunts. He needs to see some social value in these opportunities for originality and teamwork.

(Editor's Note: This is the third of a series of articles by M. L. Staples. His "Building a Desirable School Spirit" will be released in the December number.)

A Magazine Exchange Shop Project

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accepts none of these. There are no fees; dealers usually have a five cent group of magazines from which most of the pupils secure their replacements. The exchange is accessible during any shop period; after all clean-up assignments have been fulfilled at the close of the period pupils may check out magazines, and it is not uncommon to see half or more of each class leaving with a magazine.

Some of the benefits accruing from this activity are:

1. A greatly stimulated interest in reading, which has a highly desirable effect upon the reading and writing abilities of the pupil.
2. A wide range of suggested hobbies, which results in better use of leisure time.
3. An increased knowledge of the newer scientific developments and improvements.
4. A greatly increased knowledge of outdoor sports and happenings.
5. A more fertile vocabulary.
6. A wider range of suggested school activities.

I am not afraid of tomorrow, for I have seen yesterday and I love today.—William Allen White.

A Liquid Air Demonstration in Assembly

(Concluded from last month)

FREEZING *Other Rubber Articles.* Cut the narrow rubber string which is attached to an ordinary snap-ball and stretch it out before your audience so they may see that it is elastic. Coil it into the freezing bath as one might coil a rope on the floor. When the frozen rubber is removed from the container it can be broken into pieces as one might break up match sticks. Very fine bore rubber tubing may be used instead of the snap-ball string. An interesting modification of this experiment may be performed by freezing two short lengths of three-eighths inch diameter rubber tubing and then using the stiffened rubber as drum-sticks. After freezing one end of the sticks the other end should be placed in the tin container in order that the entire length of rubber is frozen. The experimenter should use gloves to hold the sticks.

Changing Flowers to Dust. Several well opened roses and a six inch square of wood such as a drawing board will meet the requirements for this experiment. In dipping the rose in the tin container, one should make sure that the entire flower is covered with the liquid. One can illustrate the effect of the coldness on the rose by striking the frozen flower against the drawing board which will cause the petals to fall into dust.

Treating Cloth. An interesting experiment may be performed by dipping a piece of moist cloth in liquid air. After the cloth is completely frozen it can be broken into pieces by crushing in the gloved hand. Caution: Do not

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Chemistry Instructor, Clairton High School, Clairton, Pennsylvania

bring cloth saturated with liquid air near a flame as it is highly inflammable due to the excessive amount of oxygen.

Solidifying Alcohol. The alcohol may be frozen in a test tube or an evaporating dish. The freezing may be hastened by pouring liquid air directly into the alcohol. The experiment requires a few minutes time due to the low freezing temperature of alcohol. One should direct the attention of the audience to the different stages in the freezing process. First the alcohol retains an oily appearance, then becomes stringy and finally becomes alcoholic ice.

Blowing Corks. The materials for this experiment consist of a hammer, a few rubber stoppers, a tin funnel, and a piece of brass tubing one inch in diameter and eight inches in length. The pipe should be closed at one end and attached to a support that will keep it upright on the table. In order to blow the cork the tube should be partly filled with liquid air and the rubber stoppers hammered into the open end of the tube. Almost immediately the stopper will fly into the air with a resounding pop. This experiment serves to explain why liquid air cannot be sealed in a container.

Liquid Air and Burning. An interesting experiment may be performed to show how liquid air aids in burning. One method of performing this demonstration is to hold a glowing splint over some evaporating liquid air in a beaker. The audience will be surprised to find the splint burning rapidly. This exhibition presents an odd phenomenon. In the first instance one has a liquid approaching absolute zero, and at the same time this cold material causes rapid burning. A small, clean, porous cork soaked in liquid air serves as another method of illustrating the combustible qualities of the cold fluid. The cork should be held with a pair of tongs. When the porous wood is ignited, it will burn fiercely, sometimes being blown into pieces. One may explain to the audience that



A Lighted Cigar Bursts into Flame

just one more step takes us into the realm of explosive action.

A Liquid Air Cigar. A loosely wrapped cigar provides the material for this demonstration. Place the cigar in the tin container for several minutes allowing one-half of its length to be submerged in the liquid. Remove it from the bath with a pair of tongs and ignite the saturated end with a match. The fierceness with which it burns will provide a pleasant surprise for the audience.

Making a Lead Spring. The materials needed for this experiment are a piece of lead wire made into a short coil spring and a one-pound weight. If the experimenter attaches the weight to the spring the wire will straighten out, but after immersing the lead coil in liquid air the wires will become hard enough to support the weight.

A Lead Bell That Will Ring. The demonstrator will have to make his own bell by molding a piece of sheet lead into the desired shape. If one does not have the sheet metal, a lead dish of the type used in the chemical laboratory will serve the purpose. A small bolt with a nut on one end may be used as a clapper. After the bell has been cooled in liquid air it will become very resonant. This is a splendid way of illustrating the effect of low temperature on metals.

Brittle Metals. Pour a small quantity of liquid air into a tin cup. Allow the liquid to evaporate and then strike the bottom of the cup with a hammer. The metal will shatter as if one had struck a piece of glass.

Contraction of Metals. The simple ball and ring apparatus is familiar to science students. If the ring from this apparatus is immersed in the cold fluid, it will be too small to slip over the ball, but the ball will pass through the ring after a bath in the liquid air. It will

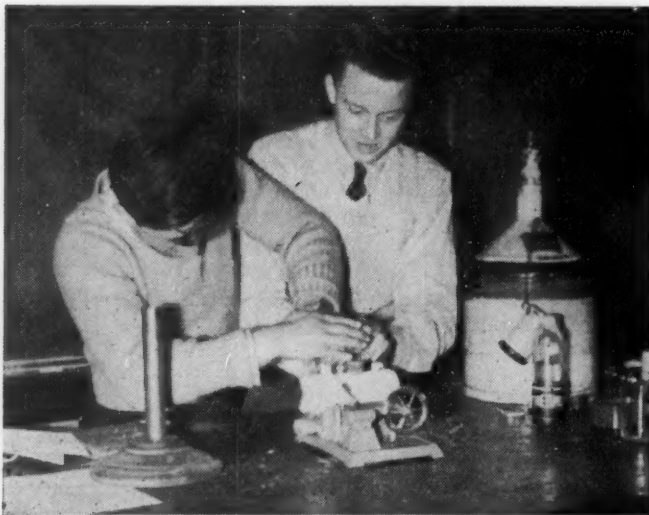
be observed that this demonstration is the opposite of the ordinary ball and ring experiment.

Making a Mercury Hammer. The materials necessary for this experiment are a small one-inch cubed pasteboard box, a small wooden handle, a few nails and a six-inch square of pine board. One can often procure a small cubed box at the drug store. The handle for the hammer may be made from a piece of soft wood. The experiment is performed by pouring the mercury into the pasteboard box and setting it in the tin container to freeze. In order to hasten the freezing some liquid air may be poured on top of the mercury in the box. As soon as the metal starts to solidify push the handle into the half frozen mercury. After ample time has been allowed for the freezing process, break away the sides of the pasteboard box with a knife. One may then amuse the audience by driving nails into the pine board with the mercury hammer. It should be explained to the audience that this is a unique hammer—when the head is placed in the funnel it will melt and run back into the bottle.

Electrical Conduction in Liquid Air. A metal cooled in liquid air increases electrical conduction. In order to demonstrate this property, secure several feet of resistance wire, a flashlight, and a thin piece of wood just large enough to lie flat in the tin container. Wind about twenty turns of the wire around the piece of wood and connect this resistance in series with the flashlight. Show the audience how bright the light will burn without the coil and then illustrate how the illumination is reduced with the resistance. The wire coil should then be immersed in liquid air. After several minutes cooling it will be found that the wire has become a good electrical conductor, as is evidenced by the increased illumination. This experiment illustrates that high resistance wire becomes a good electrical conductor when it is reduced to the temperature of liquid air.

Running a Steam Engine. Two rubber corks, a funnel, and a toy steam engine having two openings in the top of the boiler will provide the materials for this demonstration. Insert the funnel into the largest of these boiler openings and pour a few cubic centimeters of the liquid into the engine. Since the metal is so much warmer than the fluid, some air must be allowed to evaporate in order to cool the engine; hence the need for an extra opening.

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A Steam Engine Runs, Covered with Frost

The Secretary Speaks of a Student Council

THE "bourgeoisie" are now "noblemen." Though the students are not always aware of the fact, teachers are striving continually to make their schools more attractive and satisfactory to the students attending them. Have you found a lackadaisical attitude in your school? We have used the student council plan to develop a better spirit and to develop a deeper interest in activities on the part of the students as a whole.

Our council consists of representatives elected from home rooms. Since 1936, when the council was first organized, our school has practically revolutionized the general attitude of the students and their power as "common people." Instead of a critical, cynical view, they have an eagerness to give their ideas to the "middle-man" (their council representative) who in turn commutes their plans for improvement to authorities.

The council's first action was to work toward achievement of an activity ticket which enables more students to attend activities. As a preliminary to the plan for the ticket campaign, a questionnaire was circulated, and various plans were submitted. Editorials, referendums, and discussion finally resulted in the issuance of an activity ticket sold in booklet form with a coupon for admittance to each activity.

An honor system for the study hall and library was next inaugurated, and a student monitor management was installed. This system has been extended to a full student management with no teacher present in the study hall. There are student roll-takers and telephone girls, and one student issues passes and is responsible for order. The council made a set of rules which pertain to free speaking privileges, permission for errands, and library use. The teachers observe with pleasure that the study hall runs more smoothly than under the previous system.

The council directed a school drive for the Community Chest in the home rooms, an act which tends to develop student interest in community welfare.

A series of discussions on problems of high school boys and girls—personality, vocations, and other problems—was planned by the representatives. Questionnaires were circulated as forerunners to discussions on "Personality" and the average high school boy's and girl's demands, opinions, and ideals of those of the opposite sex. Interesting answers were received, practically everyone in school responding. These formed a "public opinion" to be presented by the representatives to their home rooms.

FRANCES JORDAN

*Student Council Secretary,
East High School, Waterloo, Iowa*

Questions similar to these were circulated: How do you number these qualities of a girl in order of their importance: neatness, pep, personality and charm, consideration of others, style, beauty, truthfulness and honesty, reliability? Do you like make-up to be evident? What is your reaction to girls who smoke? To boys who use profanity? Do you require athletic heroism in your ideal boy?

Strange to say there was little variety in answers, and definite conclusions were easy to reach in checking them over. Not only did these enlighten both boys and girls on how they could become well-liked and respected, but it revealed the actual standards of our school in ideals and morals to be high.

One of the most widely appreciated actions of the council has been its revival of Homecoming. The council co-operated with all clubs in the school to plan a day that reacquainted alumni with present school activities and the present-day curriculum.

The council has a committee which ushers at all school and community entertainments which are held in our school auditorium. They also arrange for assembly programs put on by students.

As another student informative project, the publishing of a book on etiquette especially pertaining to manners for high school socialites was undertaken. Cartoons and designated sections headed "Introductions," "At School," "In Public Places," "At the Table," and "At the Dance" were features of the booklet. Its success was endorsed by the report of the number sold. Circles of students occupied in checking up on etiquette were seen in the halls at noon hours and after school for nearly a week after the sale of the books.

A change in the hours of the school day has been helpful. Since all club activities came after school, working boys and girls were inconvenienced by the late time of the last bell, and no definite time was allowed for routine business of the school. A change in the daily schedule was needed. A different time schedule allowing a longer noon hour, earlier dismissal, and an activity period similar to our home room period has now been accepted.

Orientation of the sophomores by the student council was begun and has been established as the traditional duty of the council. Not only do the upper classmen teach the students yells and school songs, but they ac-

quaint them with the entire curriculum. Clubs and activities express welcome to new members through their representatives and a "hospitality" program warms the hearts and brightens the aspects of the apprehensive sophomores.

Perhaps the most popular function of the council has been the sponsorship of parties. Prior to last year the junior-senior banquet had been the sole occasion in which students could enjoy social companionship beyond their own "gangs," "crowds," and clubs. Parties are an incentive for dating because there is something definite to do. Before parties were begun, clubs, movies, and public dances presented practically the only way of having good times. The latter two are expensive, easily over-worked, and not allowed by all parents. Thus the school parties, at which there is social dancing, table games, mixers, general fun, and refreshments, became a lifesaver for many parents and formerly bashful indifferent students. At parties new friends are made, complexes are often corrected, and timid students are given confidence. Many students get a chance to learn to dance, and on the whole a fellowship is created which helps make the school more than just an institution, and diverts interest from harmful entertainment. Parents have given their hearty approval, which makes complete the success of this project.

Mr. Lewis Harthill, former chief of police at Minneapolis, Minnesota, then director of the Better American Association, when interviewed after speaking at East High, stated: "Student government within the school has my hearty endorsement." In his denouncement of crime he brought out the fact that youth is much more affected by criticism of other youths than of elders.

The council increasing in strength and power each year has established itself as more than an organization. It is an influential and respected institution which backs every worthwhile project of the school. No better suggestion than a student representative body could be given a school wishing to increase pep, loyalty, interest, and satisfaction.

Youth in Action

(Continued from page 92)

looked forward eagerly to the delightful wit of Dr. Willis A. Sutton, founder of NASO, as toastmaster and to the unusual program of illustrious speakers, including Dr. Willard E. Givens, Executive Secretary, NEA; Joseph C. Driscoll, President, Association of Civics Teachers of New York City; Miss Louise Hunter, Sponsor of the North Carolina Student Council Congress; Mrs. Johanna M. Lindloff, Board of Education of New York City; Miss Millicent Baum, Educational Advisor to

Mayor LaGuardia, New York City. The conferees were also greatly pleased to have Adeline M. Smith, President of the National Conference on Student Participation, as presiding officer of the session.

Following the invocation by a San Francisco high school student, all sat down to a delicious luncheon composed entirely of foods grown in California, with but one exception, the coffee. The decorations around the room and on the tables were gay and cheerful and were clearly the product of many hours of thought and preparation by the committee. A colorful touch was added by the delegates from Hawaii, Kenneth Chang and Shiro Amioka, who provided all present with brilliant leis and supplements to the McKinley publication, "Aloha." Following brief informal talks by the retiring and newly elected officers a benediction was pronounced by a local student, and the session was adjourned.

The theme of this convention, "Developing Competent and Responsible Citizens," summarizes all the aims of the NASO. Today the good citizen is he who not only is willing to work intelligently with others in the analysis and solution of the problems facing the community and nation, but who also is alert to detect those forces in our democracy which would destroy the very liberties for which our forefathers fought. He must realize the full significance of the words of the father of our country when he said, "Eternal vigilance is the price of liberty."

The competent and responsible citizen can have no more effective weapon than a basic knowledge of parliamentary procedure, the ability to think clearly and without hesitation while on his feet, and the faculty for discerning the difference between truth and fallacy when elaborate forensic trappings would confuse and destroy his vision. It is the sincere belief of the NASO that student participation in school government provides an ideal field for training young people to be good citizens of the high school, thus preparing them for the day when they must accept the infinitely greater responsibility of living in a democratic society.

Our work could not be carried on without the co-operation and assistance of many friends of the organization. To the following we desire to acknowledge our debt: Charles A. Simonds, Edward Goldman, Willis A. Sutton, Richard Welling, Adeline M. Smith, Grace M. Anderson, Reuben T. Shaw, Willard E. Givens, Joseph C. Driscoll, Louise Hunter, Millicent Baum, Mrs. Johanna M. Lindloff, Don Minkler, Lillian Weiss, C. C. Harvey, Marilyn Milestead, Kenneth Chang, Betty Barnett, Milton Webb, Richard Trumble, Owen A. Emmons, Lillian K. Wyman, Harold J. Pegg.

An Internal Accounting System

THE financing of extra-curricular activities, as a rule, is not an integral part of the financing program of the board of education. Because this is true, the responsibility of securing and expending funds for this purpose rests squarely upon the high school staff and the pupils. This responsibility is not a light one. In many cases, the total amount of funds handled during a school year exceeds the amount handled by the local chamber of commerce. However, regardless of the amount, it is imperative that this job be done in a business-like manner. A definite program for the accounting of these funds is necessary.

The following principles are presented for consideration in setting up an internal accounting system:

1. The best record is a written record.
2. The accounting system should be founded on sound business practices.
3. The records should be complete; they should protect the responsible officers from charges of carelessness—should guarantee fidelity of the officers.
4. Records should be as simple as possible. A minimum number of forms should be used, and only information needed should be recorded.
5. The records should be organized for internal checks, to insure accuracy.
6. Data should be recorded in such a manner as to facilitate the making of reports such as Statement of Receipts and Disbursements, Statement of Income and Expense, and the Balance Sheet.
7. Uniformity in size of forms is desirable because it will aid in filing.
8. The administration of the system should be centralized in an officer who acts as treasurer for the system.
9. A member of the staff should be in charge as the central treasurer, preferably not a member on the administrative staff. A commercial teacher or some other teacher should be charged with this duty.
10. There should be unity and co-ordination in the accounting system in order to meet the needs of centralized administration.
11. The treasurer should be bonded.
12. A simple outline of the system should be available to show the organization of it, the various forms, the instruments, and procedures involved. This will aid in orienting teachers and pupils who will participate. It will also facilitate the auditing of the books.
13. A regular audit should be made by a committee of the staff or by a professional accountant.
14. There should be prepared and published

FRANK SLOBETZ

*Superintendent of Schools,
Jasper, Missouri*

periodically through the school paper, board of education (annual report), or in the daily paper a certified financial report.

15. The system should permit pupil participation. The bookkeeping may readily be done by a pupil under supervision of the teacher in charge.

16. Pupils should not be given complete control of funds.

17. The treasurer of each organization should keep a simple Cash Record, showing receipts and disbursements.

18. All bills should be paid by check, and should be paid promptly.

19. There should be only one Activity Fund in the bank. This is only fair to the bank, and if proper records are kept, there is no need for more than one.

20. All transactions should be handled through regular channels. There should be some system of requisition, purchase orders, receipts, deposit tickets, etc.

21. Whatever system of accounting is used, it should be given a fair opportunity to do the job. No deviations should be allowed.

Dr. W. E. Rosenstengel, author of *Community School Finance Problems*, and superintendent of schools, Columbia, Missouri, has set up a system of internal accounting which is both simple and complete. In this system, the central treasurer is a staff member. All cash receipts and payments are directed to and through his office. There is a general activity fund in the bank.

The treasurers of the various organizations fill out the duplicated forms of the deposit slip and present a copy to the central treasurer along with the money to be deposited with him. Cash payments are made through the central office by means of voucher jackets.

The instruments or forms needed consist of the following:

1. Deposit Slips
2. Voucher Jackets
3. Cash Receipts Book
4. Cash Disbursements Book
5. Ledger Accounts: one for each activity; also a cash account
6. Trial Balance
7. Bank Pass Book or Bank Statement
8. Check Book

Entries in the Cash Receipts Book are made

from the central treasurer's copy of the Deposit Slip. Entries in the Cash Disbursements Book are made from his copy of the Voucher Jacket.

Postings are made from the Cash Receipts Book to the credit side of the appropriate accounts. The receipts total for the fiscal period (monthly, perhaps) is posted to the debit side of the Cash Account.

Postings are likewise made from the Cash Disbursements Book. Individual entries are posted to the debit side of the appropriate accounts, and the payments total for the fiscal period is posted to the credit side of the cash account.

The balance of the check book should be equal to the balance shown by the Cash Book, and should be reconciled with the bank balance each fiscal period.

To check on the accuracy of the work, a trial balance should be taken. Ordinary journal paper may be used. All of the open accounts (accounts that have balances) should be listed. The total debits should equal the total credits.

The ledger accounts in this system can be eliminated by altering the forms of the Cash Receipts and the Cash Disbursements Books. The new forms will require a separate column for each activity in both books. The balance of a particular activity will then be found by subtracting the total of its column in the Cash Disbursements Book from its corresponding total in the Cash Receipts Book.

However, accounts set up in a ledger make it easy to analyze in detail the receipts and payments of each and every activity.

The Small High School Can Afford a Visual Aid Program

STERLING AMBROSIUS

*Principal, Sherrard Grade Schools,
Sherrard, Illinois*

A QUESTION generally answered in the negative by school administrators is, "Can the small school afford a visual aid program?" They have not figured the comparative cost of a visual education program with other strictly educational costs.

To take a concrete illustration, let us assume a situation in which there are one hundred high school students and seventy-five grade school students all in the same building, under the supervision of one superintendent. To install a complete visual education program even in one year would not be financially an impossible, or even a hazardous undertaking. It would necessitate the purchase of suitable screens, projectors, etc. for showing the pictures, also the renting of enough

films and slides from universities, or elsewhere, to meet the needs of those classes for which visual aid materials are available. The service would include 16mm films, 35mm strip films, standard and 2in.x2in. slides, and stereographs.

The purchase of the following itemized equipment and services is suggested:

1. Equipment:	
16 mm silent projector.....	\$120.00
Standard slide projector.....	70.00
2in.x2in. slide or strip film projector	35.00
Blinds for four windows	20.00
Tripod type screen 37in.x52in...	25.00
Map type screen 36in.x48in....	12.50
Total.....	\$282.50
2. University memberships:	
Strip film	\$10.00
16mm silent (120 films)	60.00
Glass slides	5.00
Lantern slides (30 sets).....	10.00
Total.....	85.00
3. Other films, slides, stereographs, etc.	289.17
4. Miscellaneous (transportation, etc.)	30.00

Grand Total\$686.67

If this total cost were figured in one year's budget, it would be a per capita cost for the entire school of only \$3.93 per year; in succeeding years the cost would be cut practically in half, as there would be no equipment to buy, only film service. If the cost of equipment were figured over a period of five years, the per capita cost of the program would be reduced to \$2.63.

Not including the \$85.00 membership rentals, the cost for renting materials is distributed throughout the school as follows:

1. Grades:	
First	\$ 6.23
Second	4.51
Third	10.92
Fourth	11.32
Fifth	23.85
Sixth	31.97
Seventh	22.11
Eighth	23.07
Total.....	\$133.98
2. High School	155.19

Grand Total.....\$289.17

Provided the grades and the high school each pay for approximately one-half of the equipment and memberships, the per capita cost in the grades would be \$4.40, and in the high school \$3.57 if figured in one year's budget or \$2.90 for the grades and \$2.44 for the high school if figured over a period of five

(Continued on page 116)

Thoughts for the Foreign Language Club

THE old literary society which served so nobly the youth of our parents in matters social and intellectual has given place to little theaters, debate clubs, and creative writing groups. Too often, however, its counterpart persists in the modern foreign language clubs. There we still see young people arise to speak pieces or give memorized talks (the language difficulty prohibits any other variety) and sing a few songs or play some very simple game. That procedure fails to achieve either of the two primary aims which a foreign language club may be expected to attempt: namely, extended facility in the use of the language and a sympathetic and tolerant attitude toward a different type of civilization. The perfunctory recitation of a few students once or twice a month will do little to promote the former and the set, formal character of the program will hardly stimulate the latter.

The every day life of the pupils holds many interesting activities that lend themselves to club work, and it is those which we ought to develop. We ought not to create a world apart, one which never will have any real connection with the vital interests of the pupils. Some of these activities interest the majority of the club members and may well be adapted to the whole group. Others are limited in appeal and ought not to be forced on those who will gain neither enjoyment nor profit from them.

A club of over twenty members would do well to pattern its organization on the successful adult clubs which provide monthly programs of interest to all and more frequent meetings of small groups interested in a variety of activities. For example, if the French Club decides to make a special study of French holidays and the customary ways of celebrating them, why not have groups of from five to ten work on such subjects as: native dances; French cooking, with special reference to the dishes peculiar to the holidays studied; costumes suitable to the festivities, also presentation of folk or religious drama growing out of them; or folk songs and carols? The groups can participate in the meetings of the whole club and probably do so by demonstration of what they are learning instead of by merely talking about it or about what they have read that other people do.

It is not always possible and perhaps not always desirable to integrate closely the work of the small groups with the year's program. If all of the members participate in group

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work in which they are honestly interested, the general meetings may take the form of pot luck suppers, with the conversation of course in the foreign language and an evening of games afterward. It is not at all necessary to choose the special, rather childish games advocated for beginning pupils. Games which they ordinarily play in English lend themselves very well to conversation in another language. Bridge rules in French are easily obtainable. Monopoly is an excellent game because of the amount and variety of conversation required to play it. Anagrams and cross-word lexicon or any other word-games are good devices for increasing vocabulary. Pupils who enjoy these games elsewhere will get pleasure out of the added obstacle of the language difficulty.

The radio has been too long neglected in club work. One group might enjoy hunting for broadcasts in the foreign language. Another would surely profit from a study of the leading operas in the chosen language and from following the Saturday afternoon broadcasts and the less regular evening ones. A group working on opera would be very busy, but the gain of its members would be tremendous and permanent. They would need to learn the stories of the operas chosen, and enough vocabulary to understand at least a part of each.

A large club will probably always have one group interested in music. In addition to opera, folk songs and modern music both provide excellent fields for group work. Folk songs can easily be learned by first year pupils, since the vocabulary of such songs is simple and their appeal quite general. Those which lend themselves to dramatization or which are the accompaniment of dances point the way to further activities for the group. One school in southern Illinois produced some very creditable French folk dances last spring. The dancers wore costumes which they made themselves, and performed at a soiree to which their parents and friends were invited. Later they performed at the French Club contest held at the Southern Illinois Teachers' College.

One group might well be interested in collecting references to the language, customs, or history of the country studied in papers and magazines. Advertising is a fertile field

for that, and it is interesting to note how many foreign references find their way in Ripley's *Believe It or Not*. The same group might keep a record of foreign phrases or sentences in the movies they attend. A large number of recent films have had many French bits. They appear not only in films such as *Louis Pasteur* and *The Life of Emile Zola* where they might be expected, but also in *Algiers* and *Buccaneer*.

It seems a mistake to allow pupils in a foreign language group to engage in activities which they would consider childish elsewhere. First year pupils with such interests might join a choral reading group. Very fine work has been done in that field with young pupils by using such selections as La Fontaine's fables.

Pupils interested in history, international relations, or sociological problems can continue their study of those matters in French, German, or Spanish. It may be difficult for the sponsor to keep on hand sufficient reading materials of the right degree of difficulty in those fields, and for him to maintain discussions in the foreign language a proper share of the time, but it is well worth the effort.

Pupils will respond far more readily and make much more progress in club work if that work comes within their natural interest range. All of them care deeply about something or other than can be adapted to a group project. If three or four are interested in stamps, they will like to work on French or German stamps, write letters in French or German to foreign dealers, catalogue them in the foreign language, and so on. The understandings and appreciations which will result constitute one of the most important goals of foreign language study, and increased facility in the use of the language will accompany any truly interested research into any of these fields.

Financing a Visual Aid Program

(Continued from page 114)

years. Actually these figures are too high, as any equipment would last at least ten years with reasonable care, whereas I have figured a 20 per cent replacement charge.

Let us look at the other purely educational costs. A high school with an enrollment of 100 would require at least six teachers. At \$1500.00 each, average annual salary, it would cost \$9,000.00. Add to this \$5.00 per pupil for textbooks and \$3.00 per pupil for the library, a total of \$800.00, and you are spending \$9,800.00 per year or an average per pupil of \$98.00. In the grades \$3,600.00 for four teachers at \$900.00 each, plus \$3.00 per pupil for textbooks and \$2.00 each for the school library, \$375.00, equals \$3,975.00 or \$53.00 per pupil per annum on the average. For the en-

tire school the total expense would be \$13,775.00 or \$78.72 per pupil.

Compare with this, \$2.44 per high school pupil and \$2.90 per grade school pupil or an average of \$2.63 per pupil for the entire year, for a more complete visual aid program than any school would ever install as this includes all types of visual materials. If we can afford each year \$78.72 per pupil for purely educational costs, can we not afford to add \$2.63 per pupil to enrich and vitalize our educational program in a concrete way that will almost double its efficiency?

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912,

of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for October 1, 1939

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared T. H. Reed, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.

Managing Editor: C. R. Van Nice, Topeka, Kansas.

Business Manager: T. H. Reed, Topeka, Kansas.

2. That the owner is: School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Topeka, Kansas; R. G. Gross, Wichita, Kansas; T. H. Reed, Topeka, Kansas; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; A. D. Robb, Topeka, Kansas; Harold E. Gibson, Jacksonville, Illinois; D. R. Taggart, Topeka, Kansas; Helen Green, Topeka, Kansas; W. N. Viola, Pontiac, Michigan; Ray Hanson, Macomb, Illinois; L. Odessa Davidson, Topeka, Kansas; Elizabeth M. Gross, Wichita, Kansas; G. W. Alkin, Barclay, Kansas; Robert Ringdahl, Minneapolis, Minnesota.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stocks, bonds, or other securities than as so stated by him.

T. H. REED,

(Signature of Business Manager)

Sworn to and subscribed before me this twenty-ninth day of September, 1939.

MARY V. SULLIVAN.

(Seal)

(My commission expires December 12, 1939)

News Notes and Comments

November Front Cover

Orbisonia, Pennsylvania, elementary school pupils in costume for a Thanksgiving pageant; "An Old Kentucky Garden" operetta cast, of Arcanum, Ohio, high school; and Murray, Kentucky, state teachers college concert band.

The Twelfth Annual Meeting of the Federation of Student Councils of the Central States was held at Ponca City Senior High School on October 12, 13, 14. Delegates were in attendance from six states—Arkansas, Iowa, Kansas, Missouri, Nebraska, and Oklahoma.

The Michigan High School Athletic Association now classifies athletic officials by the use of 1-2-3-4-5 ratings on each of the following ten points:

1. Dependability, promptness, and thoroughness in pre-game duties.
2. Neatness in appearance at contests.
3. Knowledge and application of rules.
4. Impartiality and fairness in judgment situations.
5. Consistency in decisions.
6. Ability to follow the play—right place at the right time.
7. Co-operation with other officials.
8. Poise and self control.
9. Control of game situations.
10. Courtesy to players, school officials, and spectators.

The Northwest Federation of Student Councils met for its eight annual convention at Hastings, Minnesota, September 29, 30. The theme of the meeting was "Leaders of Tomorrow." The 1940 convention will be held at University High School, Minneapolis.

A recent publication of the Junior Red Cross section of the League of Red Cross Societies is in the form of a model International School Correspondence Album. The contents were chosen from actual albums passing through the offices of the League from many countries, and both the letters and the drawings are the work of the children of these countries. In this way the publication represents international collaboration. It is published in both English and French, and has a worldwide distribution.

The National Duplicated Paper Association was organized for the purpose of acting as a center for duplicated papers. It is now in its sixth year of existence, and has members

located all over the United States and Canada. Monthly magazines giving articles concerning duplicated journalism and criticisms of the papers received are sent out to the members. Annual Idea Books are compiled by the Association and an annual conference held during the second week end of November are features provided by the organization. A short term clinic will be provided during the next summer.

Some of the characters of "The Big Broadcast" presented at the Lee School, Tulsa, Oklahoma, under the direction of Mrs. Pauline H. Beall. This program represented an en-



tire day's radio schedule and included these features: The Early Risers, Aunt Elvira's Cooking Lesson, The Southern Songbirds, The Lone Ranger, The Quavering Quartette, The Gypsy Girls, News Commentator, and Uncle Willie's Bedtime Story. Don't these characters look their parts?

A joint resolution has been passed by the legislature of the State of Wisconsin, commending the debating teams and coaches of the high schools of Eau Claire, Kenosha, and Shawano for their outstanding performance last season.

The evil days upon which our great state university has fallen did not begin on June 25th last when the shocking disclosures of mismanagement, graft, and corruption were made. The troubles which now beset the school had their inception much earlier. They began when *biggest* replaced *best*; when rodeos and horseshows were added to the curriculum; when "the best football team money can buy" became a campus slogan and all those showy externals which make up "college life" were raised to the nth degree.—Editorial in *Louisiana Schools*.

High School Assembly for the Non-Academic Student

(Continued from page 94)

bies or other special interests. Many boys and girls who appear disinterested in academic subject matter become vitally interested when discussing their hobbies or their special interests. Clubs and other special groups of the school should have the opportunity of presenting their work to the whole school in assembly programs through the medium of demonstration or dramatization.

Once our non-academic type of student becomes an actual participant in the life of the school and a contributor to its success, even in a small way, he ceases to be such a problem. On the other hand, the academic type of student needs contact with the non-academic type of material, which can be presented in this type assembly. In schools where courses have been introduced which are particularly suited to the needs of the non-academic student, the assembly programs should have a big emphasis along these lines. If the work is handcraft, commercial work, art, sewing, shop work, then the programs should reflect these in the same way that many of the academic programs reflect the more formal subject matter. In these programs, representation of the idea should be emphasized, rather than the training of the representers for the purpose of putting on a finished or polished public show. Our non-academic students will in a majority of cases never be expert public show-ers, but this fact alone should not prevent them from having a place on our assembly programs.

Suggestive programs along the line of the non-academic may include such programs as "A Hobby Lobby" with students' demonstrations and explanations of their hobbies or special interests; demonstrations and exhibits of shop work; stock judging contests where the audience participates by filling out a score card. The animals used for the contest may be projected on a screen, or a large poster of various types and breeds of animals may be used. Other ideas suitable for this purpose are: demonstrations of typing, and model office; exhibitions of poultry, and poultry judging; demonstrations of developing pictures with exhibitions of work from the camera club; safety program, with demonstration of traffic rules by the school boy patrol, and talks on courtesy in driving and in crossing the street; snakes and their value with exhibitions of harmless varieties; first aid demonstration; talks on conservation of bird life, and the nesting habits of our common birds, with exhibits of bird houses; talks on home canning of foods, with exhibition of canning; exhibitions of correct and incorrect modes of

dress, allowing the audience to participate in the program by expressing preference for certain combinations of clothing by show of hands; a mock trial, following court procedures, presented by the citizenship club; and a number of actual problems in etiquette discussed or dramatized up to the important point and the members of the audience given time to think the situation over and decide what should be done.

The more formal subject matter of the school in many instances lends itself readily to demonstrations and dramatizations, and should not be neglected in assembly programs. The non-academic student should not be isolated from the so-called academic phases of school life. According to Mr. David Wechsler, chief psychologist of the Bellevue Hospital, New York City, "Human beings differ from one another not so much with respect to the kind of abilities and traits which they possess but in the degree which they possess them. If we omit such aptitudes as are clearly due to education and training, it may be safely asserted that there is no capacity which is not possessed by all in some degree, however small." If this be true, there is a place in our school program for the academic type of material even for most non-academic type of student.

All of what has been proposed here necessitates the expenditure of time and money, but "the business of the school is not to save money but to spend it, wisely." We are more and more being called upon to decide whether this expenditure "for all the children of all the people" is wise or not.

1 Assembly and Auditorium Activities, McKown.

"When words and signs and exclamations fail to show forth the depth and strength of our emotions, we break out at last, and all at once into music, poetry, and dancing."—*Confucius*.

"Education is the knowledge of how to use the whole of oneself. Many men use but one or two faculties out of a score with which they are endowed. A man is educated who knows how to make a tool of every faculty—how to open it, how to keep it sharp, and how to apply it to all practical purposes."—*Henry Ward Beecher*.

SPECIAL ATTENTION TO SCHOOL ANNUAL ENGRAVING

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Questions from the Floor

BY THE EDITOR

- *How can the system of selecting a valedictorian and salutatorian be abolished after it has become institutionalized?* W. C. PAYNE, Fayetteville, Ala.

The valedictorian and the salutatorian can be selected ONLY on the basis of marks. No other standards can be used because these two positions represent "scholarship."

The best thing that can be done is to abolish both positions—as is the present trend in secondary schools, for several very excellent reasons but mostly because they do not represent the purpose of the modern high school. This purpose is not to make scholars but to make good citizens; a community is composed of citizens and not scholars. A high school scholarship-factory cannot be justified. The good scholar is not, necessarily, the good citizen.

Two methods have been widely used to eliminate these positions: (1) abolishing them outright with appropriate explanations to the school and community; and (2) "easing" them out gradually by decreasing their place and prominence on the program, and finally dropping them when they will not be missed.

Personally, we prefer the first plan because it gives the school a most excellent opportunity to introduce the community to modern educational ideals. Of course, there will be some squawks, but if this is not done there will be many more when the community finally wakes up and finds that it is being educationally victimized. And a squawk based on institutionalization is not as serious as one based on rationalization.

- *Can one justify allowing a student to participate in only one activity during his four years in high school?* FRED E. RUSSELL, Evarts, Ky.

Theoretically, no, and probably practically, no. There are some students in every school who participate for four years in some branch of athletics, music, publications, dramatics, or council work, and it is but proper that these should be given ample opportunity to develop their abilities along the lines of their main interests.

However, one of the objectives of the extra-curricular program is to provide for exploration, and this cannot be accomplished unless the student participates in a number of different types of activities. To illustrate, a main purpose of school clubs is to deepen and widen student interests; a student who belongs to one club only for four years may

have his interest deepened, but he does not have it widened. Many schools now do not permit a student to belong to a particular club for more than two years, thus virtually requiring him to widen his field.

Of course there may be an occasional student who, for various reasons, might participate only as indicated in the question above. However, with an attractive program and plenty of opportunities for easy participation, we believe that there would not be many of these freaks. And the fewer the better.

- *Should teachers be specialized in the activities they are to sponsor in order to carry out a good extra-curricular program?* H. B. GARDNER, Roseland School, Kansas City, Kan.

Certainly. And we do have several good illustrations in the program—the football coach, orchestra director, dramatic coach, and newspaper sponsor, are specialists. It is reasonable that the sponsor of the council, a monitor squad, a particular club, a home room, or the yearbook, should be thoroughly familiar with the ideals, activities and possibilities of his or her group or organization.

The quickest way to kill an activity is to appoint an inexperienced sponsor, especially if she is unsympathetic—and she cannot be really sympathetic if she is unfamiliar with the field and work of the organization. Imagine what would happen in a class in English, Latin, mathematics, or geography if a teacher went before it with a "students-I-don't-know-much-about-this-subject-but-we-will-learn-it-together" attitude. Such teaching would not be tolerated in curricular affairs, and it should not be tolerated in extra-curricular activities.

- *Should a teacher who is responsible for the students' mastery of a certain amount of subject matter be expected to excuse pupils from classes to practice for plays, operettas, May fetes, contests, etc.?* DOROTHY C. WILLCOXEN, Canton, Ill.

We believe not. Imagine how an athletic coach would react if a student asked to be excused from football practice so that he could get his lessons; or how a band master, student council sponsor, or dramatic coach would react under similar conditions. And yet all of these are as logical as excusing students from classes. Such excusing is always instrumental in developing an antagonistic attitude on the part of classroom teachers

who recognize that they are held responsible by the community and its school for their primary duty—classroom instruction.

One of the reasons why the activity period developed was to avoid such excusings. Although after-school and evening practices are burdensome, and often detrimental, sometimes they cannot be avoided. However, an activity period does help a great deal. A general policy of class periods for subject purposes, and activity periods for activity purposes, helps to solve this problem, and, just about as important, assists in promoting the development of a wholesome community, teacher, and student attitude towards both programs.

- *Is the Board of Education justified in using public funds for complete financing of the extra-curricular program of the school?* D. G. ROBINS, Lockwood, Mo.

Most certainly, provided the program has justifiable educational merit. The educational statutes of all states allow ample room for such use by the inclusion of some such expression as "and such other subjects and activities as may come under this title of education." The schools should, and will, in time, finance all their activities out of public funds.

Such financing will do at least five things: (1) eliminate all admission fees (which are probably illegal and are most certainly illogical); (2) stress activities for the participants instead of for the spectators; (3) demand better organized, supervised, administered, and sponsored activities; (4) bring more business-like methods into the financial administration of activities; and (5) eliminate "soup-supper and rummage-sale" support for the program—a disgrace to any civilized community.

- *Why not use current events on one of the days scheduled for extra-curricular activities?* W. M. BOYD, Darlington, S. C.

Naturally, if no worth-while activity is available for a particular period, by all means use current events, mathematics, history, music, or something else. The period should not be wasted. However, it appears to us that there should be no trouble whatever in filling the relatively few available weekly periods with educative activities.

Further, it would be much more logical to insert the current events—which normally is not an extra-curricular activity—in place of one period of English, Latin, history, or mathematics, because these usually meet five times a week while a club, assembly, or other activity meets but once. Hence, scheduling current events in place of an activity that meets, or might meet, once a week, should be con-

sidered five times as reprehensible as scheduling them for a class that meets five times a week.

- *When you have inferior boys and girls who are incapable, but who wish to help with the publication, what should you do? Should you attempt to train them at the expense of the school paper?* JEAN BROWNE, Jonesboro, La.

The purpose of the school publication, say the newspaper in order to make it definite, is not to train pupils in journalism. This is a value, but it is not an objective. The pupil should have an opportunity to explore his interests and capacities as they relate to journalism, the same as he has opportunities in athletics, music, dramatics, leadership, club work, and other activities. However, the publication must be justified almost entirely on the basis of its direct and indirect contributions to the school as a whole. School newspaper publication is no more vocational in intent and character than school football, trumpet-playing, Latin, or history. Hence, to "train pupils at the expense of the newspaper" would represent good efforts wasted.

If these "inferior" boys and girls do not have the abilities required by the publication, and (1) there appears to be no possibility of developing them, or (2) they cannot be given routine activities in connection with it, then there is only one thing to do—the same thing that is done in athletics, music, or dramatics—consider them "explored" as far as this activity is concerned and steer them into something else for another exploration. The elimination of one possibility from a pupil's schedule represents exploration, and should be beneficial to him.

Men give me some credit for genius. All the genius I have lies just in this: When I have a subject in hand, I study it profoundly. Day and night it is before me. I explore it in all its bearings. My mind becomes pervaded with it. Then the effort I make the people are pleased to call the fruit of genius. It is the fruit of labor and thought.—*Alexander Hamilton.*

Assorted Back Numbers

Several hundred miscellaneous copies of **SCHOOL ACTIVITIES** are being wrapped in packages of 24—no two alike and none of the current volume—and offered prepaid for \$2. This makes available at a nominal price nearly a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when they were first published.

How We Do It

C. E. ERICKSON, *Department Editor*

Evaluating the Activities Program

Most schools are troubled with the problems of devising new types of evaluation procedures to test the worth of the activities. At this time I should like to suggest certain criteria by which these activities can be measured and in some of the following issues I will suggest some specific methods by which these criteria can be actually applied.

Are these activities being built into the school program?

Are they becoming an integral part of the teachers' load? Are they regularly scheduled? Are they planned and discussed just as frequently as the academic phase of the school? Are they considered as co-operative activities of teachers, pupils, and parents? Are they being adapted and not adopted?

Are these activities of educational significance or are they merely activity?

Are they appealing to the best interests of students and teachers? Are they cultivating better interests? Are they dealing with problems of importance to teachers and students?

Are the sponsors becoming better sponsors?

Are they securing needed training? Are they constantly enriching the activities they sponsor? Are they developing their own interests and abilities?

Are these activities avoiding the errors made by the curriculum?

Are they avoiding the error of rigid subject matter set up in advance? Are they avoiding texts, tests, grades, assignments, credit and other types of routinization which have deadened the curriculum?

Are pupils carrying an increasing responsibility for the conduct of these activities?

Are pupils assuming increasing leadership?

Is the program growing?

Does the activities program attempt to meet the tremendous range of interests presented by high school students? Is the program flexible enough so that new activities are constantly being added? Are the dead and dying activities removed?

Are these activities being adequately interpreted to school and community?

Are the home rooms, publications, classes, assemblies all used to inform students? Are parents learning about the program?

Does the activities program assume the responsibility of helping students select and train their officers?

Is adequate attention given to the problems and processes of leadership selection?

Are definite provisions made for training these officers?

Is the program balanced?

Are some activities neglected entirely? Do other activities assume undue importance?

Does the activities program recognize the therapy of the group?

Is enough attention given to the educative possibilities of the group situation? Are sponsors aware of the tremendous potentialities of group activity?

Quincy Junior High School Dramatics Department

HAROLD R. COOKSON, *Director of Dramatics,*
Quincy Junior High School, Quincy, Illinois

In spite of the fact that many people in educational circles still frown upon a dramatics department in a junior high school, and in many instances, even in senior high, and consider such a department one of the many "frills and fads," the drama as an art form has not only stood the test of time, but seems well on its way to become an increasingly important part of modern life. With this conviction in mind we have created the Junior High School Dramatics Department, and have set up the following immediate and ultimate objectives:

Specifically, the immediate objectives are:

1. To acquaint the student with a fundamental knowledge of the theatre.
2. To acquaint the student with a knowledge of the history of the theatre in order that he may more easily understand the theatre of today.
3. To present to the student the terminology of the stage and acquaint him with the mechanics of the theatre.
4. To acquaint him with a knowledge of: (a) costume design, (b) stage lighting, (c) stage make-up, and (d) the fundamentals of acting.
5. To develop a more critical attitude, not only toward theatrical productions, but also toward those of the cinema; and thus raise the standards of appreciation to a higher and sounder level.

The ultimate objectives, although they will make themselves obvious in the description of the work, may be outlined as follows:

Ultimate objectives:

To develop:

1. A sense of individual responsibility.
2. The ability to co-operate with others, and work for a common cause.

3. A finer understanding and appreciation of the aesthetics of the theatre.

The work of the department is divided into two courses: (1) Stagecraft and (2) Play Production. The classes meet for one period on alternate days.

STAGECRAFT

The Stagecraft classes study only the mechanics of the theatre. The course is divided into four units:

1. Stage scenery and construction.
2. Stage lighting.
3. Stage make-up.
4. Costuming for the stage.

Since one must be an artisan before he can become an artist, all beginning students are advised to take Stagecraft, and junior high students may take only one semester of craft work. Advanced Stagecraft is open only to students of the tenth grade; here the work begun in the beginning class is carried on to include:

1. Scene design.
2. Costume designing.
3. Nationality make-up.
4. Puppetry.
5. Directing.

The first period of every week is spent in the theatre room, studying and discussing the units of the course, the methods of building and painting scenery, the theory of stage lighting, the reasons for using make-up on the stage and the application of make-up, and the history of costuming. The remaining time is spent in the scene shop, actually building scenery, experimenting with the lighting set-up, applying make-up, or making costumes for the coming or current productions.

PLAY PRODUCTION

Since the play production classes are made up of students with one semester of stagecraft to their credit, all are prepared to take up the principles of acting. In this course, the work is not divided into units. Such a division would create a restriction for some of the students in that the time element is involved; and since the fundamentals of acting depend upon the acquisition of certain habits and skills, we prefer not to inhibit their progress, but allow them to proceed according to their own initiative and natural ability. We have set up two requirements: the first, a series of three pantomimes, which must be presented before the class; and second, a series of three readings, also presented before the class.

The purpose of the pantomimes is twofold. It serves first to break down self-consciousness, and second, to aid the director in helping the student acquire stage presence and poise. The readings serve to familiarize the director with the pupil's ability to memorize lines and to read them coherently. It also serves to "point up" any speech defects.

As a result of these requirements, the teacher soon discovers which pupils need individual attention and which are ready to start work on one of the productions. With the requirements out of the way, the productions are started. The plays are selected, the casts chosen, and rehearsals get under way.

Since the plays produced are one-act, there are about four plays started in each class. Whether or not a play actually goes "on the boards" for a public performance depends entirely upon the diligence of the young performers. At the close of the semester, the department holds an annual "Playfest"; here the best plays, usually six or seven, are chosen, and presented for the public.

Because it is impossible for the teacher to carry on rehearsals with all groups simultaneously, advanced students (chosen from the tenth grade craft class) are given charge of the groups. Thus, the teacher can divide his time among all the sections, and all groups are kept active. This method not only provides the instructor with time for individual coaching, but creates an opportunity for the advanced student to try his hand at directing. Once the rehearsals are started, each group naturally strives to produce the best play. Since all the students in the production groups have had work in craft classes, they are well aware of the importance of every in-

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dividual that has a part in the staging of the production.

Thus, all taking part, from "leading lady" to stage hand, are given equal recognition, all feel of equal importance, and each recognizes his responsibility.

There is an informal atmosphere about the proceedings in the production classes, and although they feel that at the moment, the "play is the thing," they also recognize the fact that they will not in all probability turn out to be a brilliant light in the theatrical world; they do realize that they acquire a certain amount of self-assurance, poise, and a more highly developed personality.

Vocational Placement Service

N. J. PANELLA, *Waukesha High School, Waukesha, Wisconsin*

This service was started three years ago and has been rapidly developing to a point where we are now placing about 35 or 40 high school seniors a year. Here's how we started our program:

The first year we spent most of our time contacting industrial and commercial establishments with the view to establishing cordial relationships. This was followed up by visits with the personnel directors of the various industrial and commercial firms of our city, with the hope that these directors would enter into our program of placing high school graduates. We also established a harmonious relationship with the United States Employment Bureau in our city. Many visits were made to these different individuals and firms the first year, always with the purpose of selling these industrial and business leaders the idea of placing some of our graduates the second year.

Gradually we began to place a few graduates in the various industries and commercial establishments of our city. The personnel directors would call and ask if we had a certain type boy or girl to do a specified kind of work, or the employment office would call for boys and girls with certain qualifications. If we were fortunate in placing a desired type of boy or girl for this specified type of job, then we made a friend with that personnel manager and could expect further calls in the future. This service has been growing for some time and we have trained the employment managers of the various plants in our city, and also the United States Employment Bureau, to call the high school placement service for help of boys and girls.

We placed last year approximately twenty young people of recent graduation from high school in jobs, and this past week we have experienced something unusual in this respect. The employment managers have been

calling for boys and girls, and we have placed so far this week approximately seven. Just this morning I received a call for two boys with majors in chemistry and physics for work with the General Malleable Corporation, and this has been going on for the past week or two.

In all cases we send two or three applicants for an interview for these jobs. We do not attempt to select the boy or girl for the employer. We send several for interviews and after that the employer calls us and discusses the different individuals who have been interviewed, and a selection is finally made.

The Radio Listeners' Club

GRACE POMEROY, *School 78 Buffalo, New York*

A survey made in the upper elementary grades of the school showed that listening to the radio was an out-of-school activity which occupied much of the pupils' leisure time—an average of 10.7 hours per week. Therefore a club was organized in the school, which had one radio receiving set, to give the pupils an opportunity to pool their listening experiences and to interest other pupils in radio programs which they enjoyed.

The club, composed of seventh and eighth grade pupils, met once a week to listen to "Frontiers of Democracy," an American School of the Air program, and to discuss their favorite radio features. Soon the members desired to recommend radio programs to non-members. In order to attain this objec-

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tive the following activities were initiated and carried on throughout the year:

1. Preparation of a mimeographed newspaper:

(a) to make known good radio programs in advance of their presentation;

(b) to give comments on radio programs enjoyed by club members;

(c) to have pupils in other classrooms contribute material pertaining to their radio-listening activities.

2. Distribution of the mimeographed paper to the classrooms.

3. Printing notices concerning coming events on the air for distribution in the classrooms.

4. Giving short, oral talks in certain classrooms, recommending important broadcasts which are of special interest to those grades.

5. Making posters and arranging bulletin boards on coming events in radio.

The activity which caused the interest of the entire school to run particularly high was the club's drive to raise money for the purchase of a portable radio which could be sent from room to room so that worth-while programs could become a part of regular class-work. The club sold two issues of their newspaper (which up to this time had been distributed free) and with the proceeds they were able to buy the radio set.

The organization of this club has afforded an opportunity to widen the pupils' interests, to improve their taste, and to develop critical mindedness. It is an attempt to face the responsibility of guiding radio listening as part of the teaching job. Because radio has become such a powerful social instrument in the child's environment, it is well to strive toward having this new instrument of communication utilized as intelligently as the invention of printing.

The West Milwaukee Student Senate

LESTER LEAHY, *Student Senate Advisor, West Milwaukee (Wisconsin) Public Schools*

One of the big reasons why it is felt that the West Milwaukee High School Student Senate is so successful is because of the close co-operation between the high school principal, Mr. Mathew Barkley, and the student senate members. Mr. Barkley has a student to represent him and thus keeps informed at all times concerning this organization. He is also very willing to be called to a meeting to talk over matters with the senate.

The West Milwaukee Student Senate is composed of one member elected by each home room (22 in number) plus the officers and the members of the Student Court.

THE STUDENT COURT

There are two student courts, a Junior Court composed of three members having a scholastic average above 85, and a Senior Court of three members, with the same scholastic requirements. The courts handle disciplinary problems pertaining to loitering in halls and the failure of students to meet certain obligations expected of them.

SOME SPECIFIC DUTIES OF THE SENATE

1. While West Milwaukee High School is a democratic institution, for thirty minutes before classes begin in the morning and for thirty minutes after school, the senate provides hall monitors as well as monitors for duty during classes.

2. The senate approves or disapproves certain functions such as sales or dances to be held by other school organizations.

3. Ushers are provided for assemblies of the student body, for football games, and other activities when needed.

4. The Social Fund is obtained from voluntary contributions of the student body. This fund is under the control of the Student Senate and is spent to buy cards of cheer or to buy flowers in cases of sickness or death.

FINANCES


The Student Senate is self-supporting. Money is raised by holding several dances each year. The homecoming program contains advertising which is solicited by the senate and the profits from the program are placed in the treasury.

The money is spent to send delegates to the state and county conventions and to buy each graduating senate member a pin. Some funds have also been given to the Red Cross, and the Christmas Basket Fund.

We do not look for students who wish to be members just for the honor but rather for those who will work.

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Stunts and Program Material

MARY M. BAIR, Department Editor

'Short Shorts'

A debate: "Resolved that the date for Thanksgiving Day should always be the last Thursday in November." Such a debate could be of real educational value, if historical facts are stressed. To make this light and amusing, it could be debated by members of the team who think of the day in terms of the game; or the actors could be members of a woman's club who treat the subject in burlesque, wanting the day placed so it will be impossible for certain relatives to attend the family dinner.

Short sketches concerning the lives of Edwin Boothe, America's greatest tragedian, and Edmund Kean the great English actor. *Theatre Arts* magazine for October 1939 gives short but vivid reviews of books recently published about both Boothe and Kean.

Give three to five-minute readings of cuttings made from gems of literature on which the copyright has expired. The research, study, cutting, and final performance is of real benefit to any student.

Write and produce your own Thanksgiving play. Use the Pilgrim theme or make a modern play with your fellow students as the characters, the plot dealing with them and set in your own community. Such a play does not need to preach, but is it not a good time to use a play showing that we are thankful for our American schools today?

Write a scene from *Mutiny on the Bounty*. Then play this in contrast to a scene from Robert Louis Stevenson's *Treasure Island*.

Collect all possible post card views of the Berkshire Hills. Then procure a projector and, as these views are being thrown on the screen, have someone tell concerning the life and poems of William Cullen Bryant. Other poems of interest on such a program would be by Holmes, Lowell, Stedman, Bayard Taylor, and Whittier.

Brief sketches relating various interesting days or weeks during November. Thanksgiving, the signing of the Mayflower Compact, Armistice Day, and Education Week are each rich in program material of an educational nature.

Demonstrate how talented children make ready progress from low type instruments such as the harmonica and ukulele to those of a higher type. Note: Bulletins of information on harmonica playing and tournaments, ukulele playing, and other musical activities may be secured from the National Recreation Association at a small cost.

How many yells and songs have you had in your school? Go back to the time the school was established. Some of the "oldsters" may help you find a number of interesting yells and songs worth-while to revive. Have someone talk on these and then let the cheerleader "do his stuff" with a group trained previously; this demonstration to be followed by the whole student body encouraged by the cheerleader.

A discussion of the value of poetry as a basis for dramatic and rhythm work. This should be followed by a short demonstration in choric reading with a sufficient number of selections to show the differences in the character of the work of various children's poets.

American Education Week—Education for the American Way of Life

In the October issue of *SCHOOL ACTIVITIES* there were suggestions for the topic: "The Place of Religion in our Democracy." Now we call your attention to the September issue of the *National Journal* of the American Education Association, wherein you will find numerous helps for the remaining topics.

Posters, leaflets, and packets filled with suggestions and materials appropriate for primary, elementary, junior high, and high school may be procured from the N.E.A. The September issue of the journal, however, gives so many interesting leads and suggestions that the teacher with imagination may find sufficient aid in her own copy of the journal.

That Pep Program

Plan at least one pep assembly. The following suggestions may be so developed that one or all may be worked into one program.

Enlarge on each of those things which go to make up the code of honor of a sportsman.

What are the tools and the materials and who are the builders for "the best team"?

The care of game supplies and of property in general, is a subject which in itself could make more than one interesting program. What should a repair kit contain? How can footballs and basketballs be made to last longer? How can a softball be repaired?

What about storage facilities for equipment?

Have a semi-circle of chairs on the stage; these are the bleachers. In the two chairs at

center are seated a proud mother and her son. The mother knows nothing of football and the boy is doomed to explain. The mother inquires concerning each play, much to the delight of the boy's school friends who are seated on the other chairs. Every term and phrase used in the game can bring a laugh if this stunt is properly worked out.

Make a little "Forward and Backward" stunt. In this the coach directs the team but they start at the finish of each play going by the slow motion method backward to the beginning.

Write to the National Recreation Association and ask for any free literature they may offer. Their response will help you with many programs.

Hobby Riding

HARRIETTE WILBURR

Hobby riding is a most enjoyable recreation, and can be indulged in a number of ways. Here is the way it worked out at the Hawthorne School, Beverly Hills, California.

On each of several consecutive days, a twelve-year-old boy appeared at intervals on the school porch, an upstairs porch shaded by a huge palm tree and with French doors leading into the library. He was followed by a queue of interested schoolmates.

It was Bob Grant, with a carrier pigeon cupped in his hands. He would toss the bird into the air, and watch until it got its bearings and flew away. Then he returned to the library for another pigeon, until he had released four in quick succession. Away the pigeons soared, over housetops, lawns, orange and palm trees, toward home.

Bob was illustrating his hobby for the other pupils and guests as a part of the Hobby Exhibit of the school.

Mrs. Pogson, the principal, originated the idea, intending the exhibit to last but a day, but all were so interested that the affair lasted almost a week.

Library shelves were cleared for the pupils' use, also tables and even chairs. Each collection was ticketed with a number.

The girls who had the most attractive space lined the wall back of their shelf with colored paper as a background for their things—tiny animals, birds and dolls, a Chinese funeral procession, knickknacks of glass, ivory and china, a glass sailboat, a marching column of ivory elephants, and so on.

Donald Carpenter brought a plaster of Paris bust of Washington. He had used only his hands and match sticks in making his clay model. (At the time of the exhibit, his class was studying Egypt, so Donald was making a model of the Sphinx.) His Washington was placed on a small high table over a sheet of blue paper. It won a great deal of attention,

and the pupils gave it first place in their vote.

Marshall Schacker had a large collection of penny match holders, the sort used as advertisements. He spread them on tables. Another similar collection was strung and hung in festoons on the wall.

Bill Stein's collection was pencils of different lengths and colors. He arranged them on a shelf, beginning with the longest one and tapering them up to one that was hardly more than a point, making a long variegated triangle.

Betty Ann Marshall's display of doll millinery won honorable mention. Her idea developed from a doll that Miss Wilbur, who has charge of the library, had made just before Book Week. The doll was made of an electric light globe set in a milk bottle. Miss Wilbur painted the face with water colors, and made hair of cotton dyed black with India ink. Its Russian costume was copied from the jacket of a book on Russia; it was used to call attention to that particular book to ease it into circulation. The idea caught, and for a while many of the older girls were making similar dolls and dressing them in the costumes of European nations as a sort of complement of their work in Social Science.

Betty's hobby collection adopted this idea by using the globes for mannequin heads, with hair of colored clay, to model the doll millinery she had also made of clay.

Bob Grant won second place with his homing pigeons. He brought them to school four at a time, morning and afternoon. The day he brought the young birds, he sent them home early as, so he explained, it would be too hard on them to remain shut up long in close quarters.

Fred Foster had a collection of the buttons and insignia of different British regiments. His father started it during the war, and has passed it on to Fred. He is adding to it as he can. The family hopes to keep it going from one generation to another. He won third place.



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There were coins, of course, and stamps, covered with cellophane to protect them. Also dolls, airplane models hung in the windows by cords of different lengths, a fleet of toy battleships.

A ballot box and ballots were supplied, so that everyone could vote for his first three choices. The vote was by number of the exhibit only.

At the school assembly Mrs. Pogson presented ribbons for the first three prizes, and asked each winner to tell a little about his hobby. She asked questions to get them started, and they gave interesting talks.

After the exhibition a senior asked if the hobby exhibit would be repeated this year. He seemed disappointed when he was told, "Not before next spring." He had added to his collection of airplane models, and wished to enter them again.

A Hobby Riding would be excellent for a P.T.A. program, as a shower stunt, or as a club program.

To set the keynote of the program, a youngster may ride a hobby horse and sing "The Hobby Horse" found in the *Golden Book of Favorite Songs*.

The leader may talk on "hobbies," giving the origin of the word as explained in various dictionaries and encyclopedias. (It traces to *hobby horse*, a toy as old as civilization. The ancient Egyptian tombs have yielded up hobby horses with which children played five thousand years ago. They are crude affairs roughly carved out of wood and mounted on four disk wheels of the same material. They were painted in various bright colors. Many still show the marks of rough handling.)

The leader can cite some of the famous collections and collectors, such as Queen Mary's doll-houses. (She has just completed one furnished in mother-of-pearl, depicting Buckingham Palace, which she sent to Australia as a gift.

Various members can exhibit or describe their hobbies. Those whose hobby is some bit of cookery provide refreshments to illustrate their hobbies, and entertain the others by giving the recipe. (Sarah Bernhardt's hobby was omelets. She always made one with her own hands to serve her Sunday night supper guests. Alfred Lunt, one of America's foremost actors, delights in preparing collations which are epicurean feasts.)

A Hobby Riding Exhibit is a worth-while program or school project idea. It offers innocent amusement for the hobbyist and for those he chooses to entertain by riding his hobby for them.

It is on the sound education of the people that the security and destiny of every nation rest.—Kossuth.

The Case Against Government Ownership of the Railroads

(Continued from page 100)

A. The financial condition of American railroads is constantly getting better.

B. We have the most satisfactory railroad system in the world.

C. The rates for railroad service are very satisfactory.

OUTLINE FOR SECOND NEGATIVE SPEECH

I. Government ownership and operation of the railroads would be highly undesirable.

A. The adoption of the system would be the opening wedge leading to government ownership of all forms of transportation.

B. Government ownership and operation has not been successful in the United States.

C. Government ownership and operation of the railroads would increase taxes both directly and indirectly.

D. The adoption of the system would work the beginning of a decline in railroad service.

II. There are better methods of solving the railroad problem than government ownership.

A. An equalization of the tax burden would aid the railroads.

B. Consolidation would be beneficial.

EFFECTIVE STRATEGY TO USE IN DEBATES

A debater may be able to force his opponent to waste time by: (1) asking needless questions and explanations; (2) making the affirmative defend minor points; and (3) demanding a detailed plan of government operation.

DEMANDING A DETAILED PLAN

The negative has a right to demand a detailed plan of the affirmative case and the right to expect the affirmative to point out how it will be put into effect, when it will go into effect, and the conditions under which it will operate. If for any reason the affirmative fail to give a detailed plan, they are conceding a distinct advantage to their opponents.

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Parties for the Season

EDNA E. VON BERGE,

Department Editor

A Harvest Movie Social

Shortly before Thanksgiving, movie houses in many localities admit to a special morning showing, children who bring articles of food for the poor. This idea for a school party insures a good time as well as filled baskets for the needy of the community.

Near the entrance, arrange long tables divided into sections and labeled for fruit, vegetables, cereals, desserts, jellies, pickles, potatoes, and miscellaneous. Let each guest place his contribution in the designated section and receive a numbered ticket. When all have arrived, direct them to form into groups according to the number on the ticket. Under the direction of a leader for each group, large baskets may now be filled and attractively decorated for a later judging. Penny suckers will reward the winning group. When the baskets have all been filled, the guests may adjourn to the auditorium for a free movie.

Harvest Dance

LOUISE PRICE BELL, *Tucson, Arizona*

Lower the gym ceiling by means of crepe paper strips cut into leaf shape, stretched from the corners to the center or straight across. Use girders as the anchorage points.

The crepe paper leaves should be made of all shades found in gorgeously colored autumn leaves—oranges, rusts, browns, and even reds. To make the leaf effect, cut the paper as it comes from the package (without unfolding it), into four or five strips. Then with each strip, jog the scissors in and out keeping in mind the indentations of leaves.

Hang strings from points in the gym which have been decided upon as vantage points. After fastening one strip of paper, toss it lightly over the string, allowing it to hang down somewhat, to leave spaces between each place as it is tossed over. Then use another color, tossing that over so that it lies next to the first one, and so on. When completed, the effect will be of gorgeous autumn leaves overhead, such as there would be under trees in a thickly forested area. If strips meet in the center, use a huge pompom of the vari-colored paper there. Similar pompom effects are also effective over the entrances.

Any harvest dance must have cornstalks and pumpkins. This one has turkeys too. Beside the cornstalks piled in corners with pumpkins nestling near, use as many large cardboard turkeys as patience permits cutting—they aren't hard to do. Use white card-

board and decorate them with show paint for features, tail feathers, etc., or use brown cardboard using entire sheets of the five cent board, so that the turkeys will be large. They won't need standards if they are propped against the wall. If some are to stand away from the wall (perhaps one on either side of the entrance), a straight strip bent twice will need to be pasted in place on the backs of them.

Harvest time is cider time, making cider and doughnuts suitable refreshments. Set the punch bowl on a large table covered with strips of vari-colored crepe paper arranged so that the colors harmonize. If the dance is informal (and a harvest dance usually is) the doughnuts may be served in huge scooped out pumpkins lined with wax paper.

At this dance, the boys and girls will probably want to come as farmer lads and maidens—in jeans and straw hats. Be sure to have the orchestra dressed like real harvesters, so that they will add interest as they sit upon their platform surrounded by cornstalks.

Programs can be made from corn husks pressed flat and cut in oblongs. Tie these with raffia, with paper inside for the program proper.

Information Games

HARRY W. GITHENS, *Author of "Fun and Fellowship," "Bushels of Fun," "Stunts for All Occasions"*

WHO WERE THEY?

Well-balanced social programs include games that not only entertain but also those that educate, therefore it is well to include an educational feature when planning for a social evening. The idea presented here may be used for either a small or a large group. The company may be divided into two groups and the questions asked orally, a score-keeper announcing the results, or the names may be typed and answers written, the group working in couples.

Ethan Allen—American soldier, famous for his capture of Fort Ticonderoga, leader of the "Green Mountain Boys"

John Audubon—American ornithologist, after whom the Audubon Society is named

Horatio Alger—American writer of juvenile fiction

Susan B. Anthony—American leader in temperance, anti-slavery, and woman-suffrage movements

Henry Ward Beecher—Presbyterian preacher and author

Lyman Beecher—Presbyterian theologian, made famous by his sermon on the killing of Alexander Hamilton by Aaron Burr

Clara Barton—First President of the American Red Cross

John Ballington Booth—Englishman, and founder of the Volunteers of America

William Booth—Englishman and founder of the Salvation Army

Alexander Graham Bell—Inventor of the telephone

Frederic Bartholdi—French sculptor who made the statue, "Liberty Enlightening the World," in New York harbor

David Belasco—American playwright, famous for "Madame Butterfly"

Sarah Bernhardt—Famous French actress; played in America

Rosa Bonheur—French painter of animals, one of her most famous paintings being "Horse Fair"

Jules Breton—French painter of peasant life, his most famous picture being "Song of the Lark"

Dudley Buck—American composer and organist

Luther Burbank—American horticulturist who originated many varieties of fruits, vegetables, and flowers

William Bradford—One of the first settlers of New England and Governor of Plymouth Colony; very tactful in dealing with the Indians

Robert Bruce—King of Scotland; liberated Scotland from England.

William Jennings Bryan—Prominent American political leader; noted for his temperance campaigns

Phillips Brooks—Preacher and author, Protestant Episcopal Church in the United States

Alexander Campbell—Irish founder of the denomination of "Christians" or "Disciples of Christ"

John Calvin—Eminent French reformer, forced to flee to England because of his theology, and founded the Presbyterian church

George A. Custer—Daring American soldier, killed in battle with the Sioux

David Crockett—American pioneer, politician and humorist; took part in Texan War and was killed in the Alamo; motto was, "Be sure you are right, then go ahead"

Copernicus—German astronomer who demonstrated that the earth is center of the solar system.

Paul Lawrence Dunbar—American Negro poet

Henry Drummond—English author and evangelist, his aim being to reconcile science and religion

Neal Dow—Temperance reformer and leader of Prohibition in Maine

Jonathan Edwards—Celebrated religious leader of early America and a missionary to the Indians for eight years

John Endicott—One of the founders of and for many years a Governor of the Colony of Massachusetts

John Eliot—Apostle to the Indians

Stephen Foster—American song writer who wrote words and music for 125 popular songs: "Old Folks at Home," "Old Black Joe," "Massa's in the Cold, Cold Ground," "Molly Was a Lady"

Michael Faraday—English chemist and natural philosopher; founder of the science of magneto-electricity

George Fox—Englishman; founder of the Society of Friends



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William Lloyd Garrison—American leader in movement against slavery
 William E. Gladstone—British statesman and orator
 Johann Huss—Religious reformer in Bohemia; burned at stake
 Johns Hopkins—American philanthropist; gave Hospital and Park to Baltimore
 William Randolph Hearst—American journalist and politician; organizer of a newspaper syndicate
 John Hay—American statesman and diplomat; private secretary of Abraham Lincoln
 Julia Ward Howe—American poet, famous for "Battle Hymn of the Republic"
 William Dean Howells—American author and editor
 Jean Ingelow—English poet and story writer
 Adoniram Judson—Pioneer Baptist missionary to Burma—40 years
 John Knox—Leader of the Reformation in Scotland; a pioneer of Puritanism
 Jenny Lind—Distinguished Swedish vocalist
 Sir Oliver Lodge—English physicist who advanced wireless telegraphy
 David Livingstone—African explorer who discovered Victoria Falls
 Jack London—American socialist and novelist
 Henry Cabot Lodge—American statesman, orator and writer; author of many historical books

Montezuma—Emperor of Mexico when Columbus discovered America
 Cotton Mather—American theologian and author of nearly 400 books; famous for his zeal in persecuting believers in witchcraft
 Dwight L. Moody—American evangelist and missionary
 John P. Morgan—American banker, financier and philanthropist
 James Oglethorpe—English military officer and philanthropist; brought a colony of insolvent debtors and persecuted Protestants to Georgia in 1733
 Louis Pasteur—Celebrated French scientist whose discoveries contributed to nearly every branch of science
 John Howard Payne—American dramatist and author; famous for the song, "Home Sweet Home"
 Cecil Rhodes—English philanthropist who left annual scholarships to Oxford, two being given each state in American Union
 John Rolfe—An English colonist in America; married Pocahontas and took her to England; after her death he returned to Virginia and was a member of the Council
 Howard H. Russell—Founder of the Anti-Saloon League of America
 Harriet Beecher Stowe—American novelist, famous for "Uncle Tom's Cabin" and "Life Among the Lowly"



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John Wesley—Founder of the sect called Wesleys or Methodists; established first American Sunday School at Savannah, Ga., in co-operation with James Oglethorpe; great hymn writer

John Wycliff—English patriot and reformer; translated the Bible into the English language

John Wanamaker—Philadelphia merchant and philanthropist; great religious leader

Lew Wallace—American author, famous for "Ben Hur"

Isaak Walton—English author, known as the father of angling

Walt Whitman—American poet and editor

WHAT DO YOU KNOW?

Recent radio programs have popularized intelligence tests among various groups and the plan can be adapted to an enjoyable hour in a club social, or as a feature of a public entertainment. If the group does not exceed fifty or sixty persons, it may be divided into two teams, with all members participating. For a public entertainment, two teams of ten or twelve members each, should be selected to represent the groups, these representatives to be questioned alternately, as in a Spelling Bee. When the entire group participates, any member of either team may respond, thus securing a score for the team. Try the following:

1. How many amendments have been made to the U. S. Constitution?
2. With what does entomology deal?
3. Has every state in the union a Legislature with two houses?
4. Who wrote the "Blue Danube Waltz"?
5. What is a barnacle?
6. What is a seismograph?
7. What is the next line: "How far that little candle throws its beams"?
8. Do American Indians have full citizenship?
9. Where is the tomb of the Unknown Soldier in America?
10. What artist made the famous painting, "Mona Lisa"?

11. From what is the quotation, "A soft answer turneth away wrath"?
12. Did Adolf Hitler fight with the German Army in the World War?
13. What is the opposite of oriental?
14. Was Edward VIII the first King of England to abdicate voluntarily?
15. Is Robert Browning best known for poetry or prose?
16. Which state of the Union does not grant a divorce on any grounds?
17. What does Alma Mater mean?
18. How much lead is in a lead pencil?
19. From what poem is the line: "What is so rare as a day in June?"
20. Is India north or south of the Equator?
21. Who was the first to sign the Declaration of Independence?
22. Who was the first English child born in America?
23. Who presented the Statue of Liberty to the United States?
24. Who said, "Why don't you speak for yourself, John?"
25. Who was called "The Little Corporal"?
26. What is the diameter of the earth?
27. What state of the Union has the largest Indian population?
28. Who composed the march, "Stars and Stripes Forever"?
29. What name is given a painting done on a wall?
30. Which is the largest state east of the Mississippi River?
31. What is the new name for the capital of Turkey? (since World War)

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32. In what state is the northermost point in the United States?
33. What is a thermostat?
34. What city is called the "Athens of America"?
35. What is a pontoon bridge?
36. Who wrote, "The Little Shepherd of Kingdom Come"?
37. Who was Joyce Kilmer?
38. What organization publishes the magazine called "The War Cry"?
39. What character in fiction said, "God bless us every one"?
40. What is meant by the expression, "to die intestate"?
41. How many members has the Supreme Court?
42. Who was Nancy Hanks?
43. What book has the characters, "Great Heart" and "Mr. Worldly Wise-man"?
44. Who is Roger W. Babson?
45. Who said, "Hitch your wagon to a star"?
46. What organization has for its slogan, "A man may be down but he's never out"?
47. Which was the last state admitted to the Union?
48. What is the largest fresh-water lake in the world?
49. What do the letters A.W.O.L. stand for?
50. What is an idiosyncrasy?
51. From what vocation have most U. S. Presidents been taken?
52. In what book does the character Simon Legree appear?
53. Who was Carrie Chapman Catt?
54. Who wrote "Tarzan and the Apes" books?
55. Who invented the motion-picture machine?
56. What sovereign of England ruled the longest?
57. What and where is the Smithsonian Institute?
58. What University in the U. S. has the most students?
59. By whom was the "Saturday Evening Post" founded?
60. What kind of fish can jump waterfalls up-stream?
61. What and where is "The Bridge of Sighs"?
62. Who was forced to shoot an apple from the head of his son?
63. When it is noon in New York City, what time is it in San Francisco?
64. What liquid is used on plate glass to make mirrors?
65. Who assumed leadership of the Mormon Church after the death of Joseph Smith?
66. Who said, "I regret that I have but one life to give my country"?
67. What and where was Libby Prison?
68. Does anything travel as fast as light?
69. Who was Paganini?
70. What metal is the best conductor of electricity?
71. Who was the first President to leave the United States during his term of office?
72. Who is regarded as the arch-traitor in American History?
73. Who founded the Boy Scout movement?
74. Who financed the first Atlantic cable?
75. What is the Apocrypha?
76. What is the nickname for the national ensign of Great Britain?
77. To whom does "The Vanishing American" refer?
78. Who wrote "Twenty Thousand Leagues Under the Sea"?
79. What is meant by "The Decalogue"?
80. What and where is the largest church in the world?
81. What is a metronome?
82. Who were the Cyclops?
83. Of what is brass composed?
84. Who organized the Red Cross in the United States?
85. What are the largest trees in the world?
86. Who was Ann Hathaway?
87. What is a heliograph?
88. Are there more red or white stripes in our flag?
89. Who was Edith Cavell?
90. Who wrote "Auld Lang Syne"?
91. What is the Mohammedan name for God?
92. Who was Horace Mann?
93. What happened in Appomattox Court House?
94. What Festival is held annually in New Orleans?
95. Who was King Arthur's Queen?

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96. Who wrote "The Star Spangled Banner"?
97. What does "E pluribus unum" mean?
98. What is the hardest natural substance known?
99. What American humorist has attained the greatest world fame?
100. Who wrote "A Legend of Sleepy Hollow"?

ANSWERS

1. Twenty-one.
2. Insects.
3. All except Nebraska.
4. Johann Strauss.
5. A small marine animal which attaches itself to the bottom of ships, floating timber, etc.
6. A machine which registers earthquakes.
7. "So shines a good deed in a naughty world."
8. Yes.
9. Arlington, Va.
10. Leonardo da Vinci.
11. The Bible.
12. No.
13. Occidental.
14. Yes.
15. Poetry.
16. South Carolina.
17. Foster Mother.
18. None; it is graphite.
19. "The Vision of Sir Launfal."
20. North.
21. John Hancock.
22. Virginia Dare.
23. France.
24. Priscilla.
25. Napoleon.
26. About 8,000 miles.
27. Oklahoma.
28. John Philip Sousa.
29. A mural or fresco.
30. Georgia.
31. Istanbul.
32. Minnesota.
33. An instrument for regulating heat.
34. Boston.
35. Planks laid on boats.
36. John Fox, Jr.
37. A young American poet who was killed in the World War.
38. The Salvation Army.
39. Tiny Tim.
40. Without a will.
41. Nine.
42. Mother of Abraham Lincoln.
43. Pilgrim's Progress.
44. A statistician.
45. Emerson.
46. The Salvation Army.
47. Arizona.
48. Superior.
49. Absent without leave.
50. A peculiarity of physical or mental temperament.
51. Lawyers.
52. Uncle Tom's Cabin.
53. Promoter of Woman Suffrage.
54. Edgar Rice Burroughs.
55. Thomas A. Edison.
56. Queen Victoria, 64 years.
57. A museum in Washington, D.C.
58. Columbia.
59. Benjamin Franklin.
60. Salmon.
61. In Venice, Italy, connecting the palace with the prison.
62. William Tell.
63. Nine A.M.
64. Mercury.
65. Brigham Young.
66. Nathan Hale.
67. A Confederate Prison in Richmond, Va.
68. Electric waves travel at exactly the same speed.
69. Brilliant Italian violinist.
70. Silver.
71. Wilson, to draft Peace Treaty with Germany.
72. Benedict Arnold.
73. Lt.-Gen. Baden-Powell.
74. Cyrus W. Field.
75. Books in the Bible between Old and New Testaments.
76. Union Jack.
77. The Indians.
78. Jules Verne.
79. The Ten Commandments.
80. St. Peter's in Rome.
81. Instrument used for marking time (music).
82. Fabled race of giants with one eye.
83. Copper 2-3, zinc 1-3.
84. Clara Barton.
85. Sequoias, of California.
86. Wife of Wm. Shakespeare.
87. A signaling apparatus reflecting the sun.
88. Red.
89. An English nurse, executed in Brussels.



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by the Germans, charged with aiding the allied prisoners to escape.

90. Robert Burns.
91. Allah.
92. American educator famous for his reforms in Massachusetts school system.
93. Lee surrendered to Grant.
94. Mardi Gras.
95. Guinevere.
96. Francis Scott Key.
97. One out of many.
98. Diamond.
99. Mark Twain.
100. Washington Irving.

(Editor's Note: The above two games are applicable to any seasonable party by substituting or introducing additional questions pertaining to individuals or situations associated with the occasion. The list may be cut in length at the discretion of the committee.)

A Liquid Air Demonstration in Assembly

(Continued from page 110)

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Comedy Cues

NO TEACHER PRESENT

Student Aviator: "Tell me, quick! What do I do now?"

Second Student: "I don't know. Aren't you the instructor?"



A NEW VERSION

Little Boy (reading item from Manchuria): "What does it mean here by 'seasoned troops,' Dad?"

Dad (immediately): "Mustered by the officers and peppered by the enemy."—*Balance Sheet*.



EITHER APPLIED

As a liner was approaching Athens, a woman said to one of the sailors, "Can you tell me what that white stuff is on the mountains?"

"Snow, madam," replied the sailor.

"That's what I thought," said the woman, "but one of the passengers just said it was Greece."



"The Captain sent this bundle of newspapers," said the mate, who had landed on a desert island, to the castaways. "He wasn't so sure you'd want to be rescued when you'd read 'em."—*London Daily-Herald*.



First Charwoman: "She wanted me to 'ave a finger in the pie, but I smelt a rat an' nipped it in the bud."

Friend: "Goodness, Mrs. 'Arris, 'ow you do mix your semaphores."—*Wall Street Journal*.



CLOSE SHAVE

Indian (after examining ham sandwich purchased at city lunch counter)—"Ugh! You slice um ham?"

Counter Clerk—"Yea, Chief. I slice um."

Indian—"Ugh! Darn near miss um."

—*Journal of Education*.

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